ED 419 901 AA 001 298

Resources in Education (RIE). Volume 33, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 419 902 CE 076 165

Grunewald, Uwe, Ed.; Moraal, Dick, Ed.
Models of Financing the Continuing Vocational Training of Employees and Unemployed. Documentation of a LEONARDO-Project in Cooperation with Denmark, Germany, the Netherlands and Norway.
PUB DATE- 98
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Continuing Education; Corporate Education; *Educational Finance; Educational Policy; Financial Support; Foreign Countries; Government School Relationship; Industrial Training; International Cooperation; *International Programs; Models; On the Job Training; Postsecondary Education; School Business Relationship; *Unemployment; *Vocational Education
IDENTIFIERS- Denmark; Germany; Netherlands; Norway

This document contains papers from an international project in which models of financing the continuing vocational training (CVT) in Denmark, Germany, the Netherlands, and Norway were identified and examined. The following are among the papers included: "Important Results of the LEONARDO-Project (contributions by all project-partners)"; "Structure and Development of the Project" (D. Moraal); "Training Leave as a Precondition for an Integrated Labour Market and Qualification Policy" (D. Moraal); "The Role of the Social Partners and the State Authorities in Financing the Continuing Vocational Training Measures for the Employed and Unemployed" (U.

ED 419 920 CE 076 527

Lunkenheimer, Gary; Swift, Teri
Plugging into Marketing Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Career Development; *Communications; Competency Based Education; *Computer Assisted Instruction; *Computer Oriented Programs; Computer Software; *Distributive Education; *Economics; Educational Technology; Instructional Materials; Interpersonal Competence; Learning Activities; Lesson Plans; *Marketing; Postsecondary Education; Secondary Education; Teaching Guides
IDENTIFIERS- Missouri

This text contains activities that allow marketing education instructors to integrate their curriculum with word-processing, spreadsheet, and presentation software. Their students can gain experience with technology, fulfill marketing education learner outcomes, and meet the demands of a marketing job. The instructor provides an outline for students' activities while allowing them to be creative users, decision makers, and explorers of software applications. The text is not a curriculum but contains activities to augment curriculum. After students are introduced to the marketing education concepts present in the activity, they are given an activity to complete. Although directions are given on how to complete the activity in a software application, computer software is not needed. The activities' steps are written to outline the steps in the process a student completes to create a product, form, or tool used in marketing education and to provide suggestions on what software feature can be used to accomplish the steps. The activities are categorized as follows: communications in marketing, economic concepts, employment and advancement, human relations in marketing, marketing operations, marketing management, advertising and sales promotion, selling, and marketing concepts. A list of the learner outcomes and competencies in each topic begins each section. Two indexes are: activities by learner outcome and software type, and activities by software type and learner outcome. (YLB)

ED 419 921 CE 076 528

Thomas, Letitia; Lanham, Geoffrey; Daily, Sandra
Activity Director in a Long-Term Care Facility. Student Manual and Instructor Key.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 419 938 CE 076 575

New Directions in Customer Service. The Right Tool for the Job.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 282p.; For a related document, see CE 076 574.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Allied Health Occupations Education; Classroom Techniques; Competence; Competency Based Education; *Home Health Aides; *Job Skills; *Nurses Aides; *On the Job Training; Postsecondary Education; Stress Management; Teaching Methods; Units of Study; *Workplace Literacy
IDENTIFIERS- *Customer Services

This curriculum was designed to provide 20 hours of training to experienced employees (Certified Nursing Assistants or Home Health Aides) using seven stand-alone modules supported by training process guides. The materials are suitable for workplace literacy programs for adults with low levels of English literacy skills. The curriculum uses a participatory approach to workplace literacy with a focus on interpersonal and team skill development. The program contains the following modules: calling for care: the telephone in customer service; taking responsibility for conflict; difficult people: strategies for successful solutions; RX (prescription) for stress management; team building: working effectively in groups; handling change in the healthcare environment; and working together with our differences. All modules follow the same format, consisting of a training process guide for trainers that includes the following: learning objectives, competencies, procedures for trainers and students, vocabulary discovery, use of quoted material, use of job-specific materials, and learner assessment with an answer key; and a participant packet that includes learning objectives, learner preassessment, activity sheets, and information sheets. (KC)

ED 419 939 CE 076 577

Bouder, Annie
Europe in the Feminine: The Union of Contrasts.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Comparative Analysis; *Education Work Relationship; Educational Trends; *Employed Women; Employment Level; *Employment Patterns; Foreign Countries; *Job Training; Labor Market; Unemployment; *Womens Education
IDENTIFIERS- *European Union

The relationship between training and the employment of women in the 12 countries of the European Union (EU) was examined. An analysis of the distribution of the female population by training levels revealed that women in the Netherlands, Germany, and Denmark generally had the highest overall levels of training, whereas women in Spain and Portugal generally had the least amount of training. The link between training level and activity rate varied sharply by country: Danish women with

ED 419 956 CE 076 639

Eckert, Doug
Informal Market Survey of Training Issues: Heavy Duty Alternative Fuel Vehicles.
PUB DATE- 96
NOTE- 19p.; Paper prepared for the National Alternative Fuels Training Program and presented at the Heavy Duty Alternative Fuels Training Material Development Conference (Nashville, TN, September 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Energy Sources; *Auto Mechanics; *Educational Needs; *Educational Opportunities; Educational Supply; Higher Education; *Job Training; National Surveys; Needs Assessment; Postsecondary Education; Qualitative Research; Questionnaires; State of the Art Reviews; Teaching Methods; *Technology Education
IDENTIFIERS- Market Research; *Synthetic Fuels

The needs and opportunities in the heavy-duty alternative fuel vehicle training arena were examined in an informal marketing survey. A list of 277 potential respondents was compiled from the 220 individuals in the National Alternative Fuels Training Program database and 57 names identified from journals in the field of alternative fuels. When 2 researchers called the 277 individuals, they were able to obtain responses from 33 individuals. The following were among the conclusions drawn from an analysis of the respondents' comments: heavy-duty alternative fuel vehicles' engines are supplied by relatively few manufacturers; despite the existence of a federal law defining the term "heavy-duty," there is no consensus regarding the term's use; training is being conducted but is being offered to relatively small groups; "serviceability" after conversion, maintenance, and "runability" are issues that have not been resolved in the heavy-duty alternative fuels training field; the need for conversion training will be small because manufacturers will be supplying bi-fuel and dedicated vehicles; and conceptualization of training products and services must be focused on an extremely small niche market. (Includes a list of the individuals contacted.) (MN)

ED 419 957 CE 076 641

International Conference on Adult Education (5th, Hamburg, Germany, July 14-18, 1997). Final Report.
PUB DATE- 97
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Adult Learning; Foreign Countries; Futures (of Society); *Illiteracy; International Cooperation; *Lifelong Learning; *Literacy Education; Role of Education; Womens Education
IDENTIFIERS- Bangladesh; Germany; India; United Kingdom

This final report is a summary of a conference designed to show the importance of adult education for the next century, encourage worldwide commitment to the right of adults to education, and strengthen and expand international cooperation. Part I consists of the summary of the plenary discussions: introduction, speakers and opening speeches, and work of the

ED 419 975 CE 076 680

Workshop on "Enhancing the Role of Social Partner Organisations in the Area of Vocational Education and Training in Candidate Countries of Central and Eastern Europe." Proceedings. (Turin, Italy, December 15-16, 1997).

PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Educational Certificates; *Educational Development; Educational Finance; Educational Innovation; *Educational Policy; Foreign Countries; Job Skills; *Job Training; *Labor Force Development; Resource Allocation; Standards; *Student Certification; *Vocational Education

These proceedings contain reports of the plenary and working group sessions of a seminar to exchange information on such topics as the social dialogue on vocational education and training (VET) at the European level and involvement of social partners in development and implementation of European Community VET policy. Each report is introduced by a summary of key issues raised and recommendations made at each session. Working Group I on allocation and management of financial resources in VET includes three reports: "Financing of VET in the Construction Sector in Spain" (J. Galvan); "Financing and Managing Training for SMEs Small and Medium-sized Employers at the Inter-professional Level in France" (C. Turck); and "The Experience of the Labour Market Fund in Hungary" (A. Gyarmati-Racz). Working Group II on analysis of labor market skill requirements and assessment of related training needs consists of two reports: "Contractual Models for Anticipating Future Skill Requirements" (J. Mejer Pedersen) and "The Role of the Community and Regional Office for Training and Employment (FOREM) in Belgium in the Identification and Analysis of Training Needs" (C. Dewitt). Working Group III on development of qualification standards and accreditation of skills includes three cases: "The Experience of the National Vocational Qualifications System in the United Kingdom" (J. Winterton); "The Finnish System of Competence-Based Qualifications" (J-P. Jyrkanne); and "The Estonian Experience with the Development of a National Vocational and Professional Qualification System" (I. Link). Working Group IV on supporting the access of SMEs to vocational training contains three reports: "The Role of Social Dialogue in the Development of Vocational Training in the Metal Sector in Denmark" (J. Andersen); "Multi-Media Self-Training for SMEs in the Tourism Sector--A Leonardo Project" (G. Peroni); and "Linking Training Institutions with SMEs: The Experience of the Enterprise Support Center in Latvia" (I. Rudzate). Two sections of Plenary Session I follow: "The Social Dialogue in VET --The Involvement of the Social Partners in Implementing VET Policies" and "The Social Dialogue and European Training Programmes." The round table discussion, "The Social Dialogue on VET at the European Level: Achievements and Future Prospects," and "Key Conclusions of the National Reports on the Social Dialogue on VET in the Partner Countries" are also included. Plenary Session II provides a summary of conclusions and recommendations of the seminar as a whole. (YLB)

ED 419 976 CE 076 681

ED 419 994 CE 076 709

Hager, Paul; McIntyre, John; Moy, Janelle; Comyn, Paul; Stone, Jacqui; Schwenke, Cristina; Gonczi, Andrew

Workplace Keys. Piloting the Key Competencies in Workplace Training.

SPONS. AGENCY- New South Wales Dept. of Training and Education Co-ordination, Darlinghurst (Australia).; Australian Dept. of Employment, Education and Training, Canberra.

PUB DATE- 96

NOTE- 252p.; Page 135 contains some filled-in type.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Basic Skills; Case Studies; Competence; *Curriculum Development; Educational Research; Foreign Countries; *Inplant Programs; *Integrated Activities; *Job Skills; *On the Job Training; Postsecondary Education; Secondary Education; Vocational Education

IDENTIFIERS- Australia (New South Wales)

A project investigated the integration of key competencies into workplace training in Australia. Part 1 of the project researched the work of personnel engaged in on-the-job training (OJT) curriculum development in five industries to find out how key competencies were being incorporated into OJT curricula and to suggest models to guide this process. Part 2 used action research at 22 sites to test ways to incorporate key competencies into workplace training and develop models for incorporating them into OJT delivery, assessment, and reporting. Findings indicated a typical work activity is composed of both industry-specific work skills and several generic skills. In a holistic approach, the development of key competencies would be a process of the trainee acquiring more integrated combinations of competencies while moving from school into the workplace. Key competencies were not all equally applicable or relevant to all jobs. They needed to be made explicit in training activities. The variables in a training culture and context had a significant effect on the nature of teaching key competencies. Recommended approaches to training in key competencies stressed the importance of integrated, context-specific training for developing skills and expertise and used key competencies to link on- and off-the-job training. The project identified a need for research to further understanding of key competencies in workplace training. (Appendixes include 60 references, project information papers, exemplars from curriculum case studies, and 22 case studies.) (YLB)

ED 419 995 CG 028 280

Behavioral Interventions: Creating a Safe Environment in Our Schools.

PUB DATE- 97

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Problems; Conflict Resolution; Delinquency; Discipline Policy; Elementary Secondary Education; High Risk Students; Interpersonal Competence; *Prevention; Prosocial

ED 420 015 CG 028 504

Wilkins, Victoria; Chambliss, Catherine
Familiarizing Students with the Empirically Supported Treatment Approaches for Childhood Problems.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; *Behavior Problems; Children; *Counseling Techniques; *Counselor Training; Guidelines; Health Maintenance Organizations; Psychotherapy

The clinical research literature exploring the efficacy of particular treatment approaches is reviewed with the intent to facilitate the training of counseling students. Empirically supported treatments (ESTs) is defined operationally as evidence-based treatments following the listing of empirically validated psychological treatments reported by the American Psychological Association. Using treatment guidelines in therapy, and the problems associated with using ESTs in managed care psychotherapy (where not all guides are consistent) are discussed. Research and treatment are summarized for the following diagnostic categories of parenting problems: thumbsucking, nailbiting, encopresis (fecal soiling), enuresis (incontinence), aggression in boys, childhood oppositional disorder, and psychosomatic illnesses in children. Each topic includes a discussion of the disorder or problem with its negative consequences, a brief overview of the most pertinent research on it, and a comprehensive outline of the treatment approach. (Contains 113 empirically supported treatments). (EMK)

ED 420 016 CG 028 505

Lightfoot, Cynthia
The Culture of Adolescent Risk-Taking. Culture and Human Development.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; *Culture; Parents; Play; Teachers
IDENTIFIERS- *Risk Taking

This book brings together ideas from different disciplines, mainly anthropology and psychology, to help understand the culture of adolescent risk-taking. It compares adolescent risk-taking to play, structured experience, and narrative. Several themes are developed, all of which hover around characterizing the relationship between persons and culture, a task made more interesting and difficult by the need to navigate through those levels at which the relationship is manifested. Adolescents' risks tell something not only about how teenagers understand risk types and group types, but how they understand themselves in relation to their friends, in relation to their parents and teachers, and also in relation to culture in the broadest sense. Teenagers are expected to take risks and that risks are relevant to intergroup dynamics. Chapters include: (1) "Introduction"; (2) "The History of Our Ambivalence"; (3) "The Interpretive Turn"; (4) "Play as Interpretive Activity"; (5) "Adolescent Risk-Taking as Transformative Experience"; (6) "Risk-Taking and the Architecture of Adolescent Society"; and (7) "Pursuing Depth." (MKA)

ED 420 037 CS 013 204

Aud, Joel; DeWolfe, Rosemary; Gintz, Christopher; Griswold, Scott; Hefter, Richard; Lowery, Adam; Richards, Maureen; Yi, Song Choi
Spelling Test Generator--Volume 1: English. CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Elementary Education; Junior High Schools; *Spelling; *Spelling Instruction; Test Construction; Test Content; *Word Lists; Worksheets
IDENTIFIERS- Dolch Basic Sight Vocabulary

This software product makes the manipulation of the more than 3000 most commonly used words in the English language easy to select and manipulate into various activities for elementary and middle school students. Users of the program have a variety of options: the program can automatically select words based on their age/grade level, frequency of use, Dolch, sight words, custom words, word origin, word pronunciation, definition, and spelling rules; the user can determine any single or mixed criteria and develop an activity sheet to a desired specification; and the user can always add words or otherwise create a custom list developed around a theme, topic, or random usage. The accompanying document discusses hardware requirements, registering the software, technical support, warranty, installing the program, setting up the program for Microsoft Windows 95, known installation problems in Microsoft Windows 95, on-line help instructions, the Spelling Test Generator Options, designing a worksheet, and step-by-step sample worksheet designs and black line master sample worksheets. (RS)

ED 420 038 CS 013 205

Highsmith, Joni Bitman
Spelling Rules. School Version with Lesson Plans (Ages 8-14). CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Elementary Education; Junior High Schools; Lesson Plans; *Spelling; *Spelling Instruction; Teaching Guides
IDENTIFIERS- *Rule Learning

This software product is designed to teach spelling to 8- to 14-year-old students. The software may be used without the printed text, but educators will appreciate the added dimension and greater convenience that the lesson plans provide. Along with the 12 lesson plans are worksheets, templates, and other materials needed to complete the activities. Teachers are encouraged to adapt the lesson plans to meet their particular

ED 420 058 CS 216 344

Corbett, Jan
Narrating Difference: A Cross-Cultural Approach to Writer's Block.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Cultural Differences; *Culture Conflict; Expository Writing; Higher Education; Instructional Innovation; *Narration; Student Development; Student Needs; *Writing Difficulties; *Writing Instruction; *Writing Strategies
IDENTIFIERS- Cross Cultural Teaching; *Writers Block

The emptiness and nothingness associated with writer's block is often described as a kind of death, a place where there is nothing to decide, nothing about which to express an opinion. However, for students who enter the writing classroom from a different culture, the problem may not be lack of ideas, but conflicting ideas. Some of these students are unable to write because they have not discovered a way within the rhetorical conventions of the expository essay to acknowledge or articulate the conflict they experience as they move between the contradictory rhetorical practices of their native and adopted cultures and the opposing ideologies on which these practices are based. Two such students were able to begin writing by narrating their conflict. One student used narration to explore the play between the ideas she was not able to reconcile, phrasing her opening paragraph as an unresolved dilemma. A second student wrote a review of a presentation by a speaker on "Speaking Two Languages in College," which served to distance him from the authoritative voice of the expository essay while allowing him to show a constructive way of dealing with the conflict he could not personally resolve. This approach seemed to enable these students to negotiate opposing ideas in a way that the argumentative form of the expository essay did not, yet they were able to incorporate it into the expository essay in very creative ways.(Contains eight references.) (CR)

ED 420 059 CS 216 346

Roen, Duane
Addressing Teachers' Concerns about Diversity in Composition Classrooms.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Communication and Composition (Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Culture Conflict; *Diversity (Student); English Instruction; Ethnic Relations; Higher Education; Language Usage; *Professional Training; Social Integration; *Teaching

ED 420 080 CS 216 391

Zimmerman, Diane P.
A Fissure in the Second Order: A New Look at Change and School Reform.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Cognitive Mapping; Conceptual Tempo; *Educational Change; Elementary Secondary Education; *Inquiry; *Organizational Change; *Organizational Development; *Organizational Theories
IDENTIFIERS- Authorship; Organizational Research; *Second Order Effects; *Theoretical Orientation

The subject of this theoretical study emerges from the identification of a gap in the theories of first, second, and third order change. Through synthesis and critique of existing theory (Bateson, 1972; Watzlawick, Weakland, and Fisch, 1974; and Bartunek and Moch, 1987), an integrated three-part theory of change is proposed to include continuous inquiries into mental maps, reflexive practices, and authoring. Grouping these themes together in a process of continuous inquiry opens up the possibilities for a third order of change. In organizational development literature, second order change has been most often defined by changing mental maps, in contrast to first order change, which is defined as working with existing mental maps. On closer inspection, this singular definition cannot sustain second order change, for once a new mental map has been adopted the process reverts to a first order change. This raises the dilemma that to sustain second order change the mental maps must be continuously challenged. In the reflexive application of this theory for organizational change, issues of co-authorship become critical. Power and manipulation create barriers to reflexivity and limit the expansion of authoring. To achieve third order change, collaborative choices must be part of the process requiring that the change agents and the recipients work together to author options for change. Combining the three concepts--mental mapping, reflexivity, and authoring--as an integrated theory for change suggests the definition of a third order that is significantly distinct from second order change. (Contains a 16-item bibliography.) (Author/NKA)

ED 420 081 CS 216 395

Ellis, John M.
Literature Lost: Social Agendas and the Corruption of the Humanities.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Agenda Setting; College Curriculum; Cultural Context; Higher Education; *Humanities; Literary Genres; *Literature Appreciation; *Political Correctness; *Social Attitudes; Western Civilization

ED 420 100 EA 029 071

Action for Human Resource Development: Partnership between Government and NGOs in Basic Education and Primary Health Care.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperation; Educational Quality; Elementary Secondary Education; Foreign Countries; *Government Role; *Government School Relationship; *Human Resources; Integrated Services; Personnel; *Private Sector; School Business Relationship
IDENTIFIERS- Great Britain; *Nongovernmental Organizations

This report, derived from a pan-Commonwealth workshop held in Gaborone, Botswana in June 1996, identifies the skills required for improving partnerships between governments and nongovernmental organizations (NGO's), thus enhancing efficiency and cost-effectiveness in the delivery of educational and public health services. It examines the roles of government and NGOs in education and offers ideas for improving communication between the two. The text advocates legislation that will define the parameters of the government-NGO relationship so that such a partnership is based on accepted criteria, with an emphasis on the importance of building trust between government and the private sector for effective partnership. Furthermore, the implementation of mechanisms that enhance the practical collaboration between government and NGOs will ensure complementarity of services within limited resources. Strategies for building and sustaining partnerships in areas of basic education and for involving all stakeholders are outlined. (RJM)

ED 420 101 EA 029 072

The Role of Professionally Managed Government: Action for Human Resource Development.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Federal Government; Foreign Countries; *Government Role; *Government School Relationship; *Human Resources; Labor Force Development; *Management Systems; Organizational Effectiveness; Personnel; Private Sector
IDENTIFIERS- Great Britain

Commonwealth Secretariat's (Great Britain) recent report on human-resource development (HRD) focused on the experiences and lessons of HRD initiatives undertaken by governments and aid agencies around the world, focusing on ways to improve the impact, effectiveness, and sustainability of such initiatives. One strategy that seemed promising was the professionally managed government (PMG) audit, and a review of this approach's potential in education is offered in this report. The text

ED 420 121 EA 029 177

Arnette, June L.; Walsleben, Marjorie C.
Combating Fear and Restoring Safety in Schools. Juvenile Justice Bulletin.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Bullying; Community Involvement; Cooperative Programs; Elementary Secondary Education; *Fear; Guns; Intervention; Juvenile Gangs; Parent Education; *Prevention; Program Descriptions; Public Opinion; *School Safety; *Substance Abuse; *Violence; Youth Problems
IDENTIFIERS- Juvenile Justice Delinquency Prevention Office

This bulletin examines manifestations of street violence (bullying, gangs, weapons possession and use, substance abuse, and community violence) threatening schools and describes steps that concerned citizens are taking to restore security and calm. Schoolyard bullying can be mitigated by widely publicized rules, buddy systems, parent education programs, student behavior programs, and programs such as the "No Bullying Program" and "Bully-Proofing Your School." Strategies for dealing with intimidating youth gangs include training programs, dress codes, and alternative schools. Another strategy is to implement programs such as Gang Prevention Through Targeted Outreach. Weapon usage can be prevented by passing state and local gun-free-school zones legislation, enforcing the 1994 Gun-Free Schools Act, using metal detectors, removing hall lockers, and initiating public awareness campaigns and community partnerships. Increased substance abuse can be tackled by creating drug-free zones, involving parents, and initiating drug resistance training, critical thinking curricula such as "AdSmarts," and cooperative programs such as the "Adolescent Social Action Program." To combat fear of neighborhood violence, most states have developed safe-school-zone statutes and zero-tolerance policies. Schools are forging partnerships with court and probation officials, formulating crisis prevention/intervention policies, and developing security aids and supervised travel routes. Included are 49 endnotes, an article on bullying by Susan P. Limber and Maury M. Nation, and numerous sidebars. (MLH)

ED 420 122 EC 306 458

Hoppes, Mary Kay; Jitendra, Asha K.; Wilson, Barbara; Cole, Christine
Enhancing Reading Comprehension: The Role of a Summarization Strategy and Self-monitoring.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (CEC) (Salt Lake City, UT, April 9-13, 1997). Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade 6; *Instructional Effectiveness; Intermediate Grades; *Learning Disabilities; Maintenance; *Reading Comprehension; *Reading Strategies; Self Evaluation (Individuals); Teaching Methods

ED 420 141 EC 306 482

CEC Today, 1994-1998.
PUB DATE- 94
NOTE- 655p.; Published 12 times the first year, 10 times in years two and three, and 8 times in year 4.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Gifted; National Organizations; Newsletters; Special Education Teachers
IDENTIFIERS- *Council for Exceptional Children

This document consists of the first 40 issues of a newsletter published "exclusively for members of the Council for Exceptional Children" (CEC). Issues typically include items such as: a message from the executive director, a legislative update, meeting announcements, suggestions to regular and student chapters of the organization, information about activities of each of the organization's 17 divisions, information from the Canadian branch of CEC, convention highlights, suggestions for parents, examples of advocacy activities, and publications and other resources, opportunities for professional advancement, member benefits, and the viewpoints of individual educators. Among the many topics addressed in these issues are: inclusive schools; school discipline; safe schools and violence in the schools; behavior management; gifted education; professional policies; transition planning; federal legislation; preparing students for adult life; stress management; technological advancements; special education and assessment; cooperative teaching; cultural competency; certification standards; charter schools; teacher professionalism; career advancement; Internet resources; second language learning; mediation and dispute resolution; identification of gifted students; reauthorization of the IDEA legislation; diversity and multicultural education; professional liability insurance; CEC professional standards; intervention strategies for students with ADHD; and medically fragile students. (DB)

ED 420 142 EC 306 485

Natal, Dottie
The Use of Cooperative Group Management Software for Hands-On Science Activities To Improve Communication between Students with Disabilities and Their Peers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; *Cooperative Learning; *Disabilities; Educational Technology; Elementary Secondary Education; Experiential Learning; Group Dynamics; *Hands on Science; Inclusive Schools; *Interpersonal Communication; Material Development; Peer Relationship; Peer Teaching; *Science Instruction; Teaching Methods

This report describes the development of an educational software program to assist youth with disabilities in participating in discourse in regular school settings. The software was designed to manage cooperative groups as students engaged in hands-on

ED 420 161 EF 005 069

School Recycling Programs: A Handbook for Educators.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation Education; *Conservation (Environment); Elementary Secondary Education; Environmental Education; Program Descriptions; *Recycling; *Solid Wastes

This brochure describes some of the many recycling program options that schools can implement in their communities. It focuses on implementing actual recycling projects as a way of teaching the importance and benefits of recycling. The text examines the solid waste crisis and why Americans cannot continue to possess a disposable mentality. It emphasizes how a school recycling program can impart valuable hands-on experience that encourages students to make recycling a part of their lifestyle. Such programs can help young people become active learners, enabling them to apply their classroom skills to solve real problems. Four types of school recycling programs are outlined: (1) an occasional or one-time recycling drive where students collect recyclables at home and bring them to school on one or more designated days; (2) an ongoing in-school recycling program where recyclable materials generated at school are recycled on site; (3) an ongoing account with a local recycling center; and (4) establishing community collection points at the school so that individuals can drop off their recyclables. Ten steps on getting starting, such as selecting the type of program that will work, making municipal contacts, identifying a local market for recyclables, and working out a budget are presented. Also included are instructions for how schools can apply for regional and national awards, like the President's Environmental Youth Awards. (Contains seven references, nine sources for educational materials, and addresses and phone numbers for the EPA regional contact offices.) (RJM)

ED 420 162 EF 005 070

How To Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asbestos; Educational Facilities; *Educational Facilities Improvement; Elementary Secondary Education; Facility Guidelines; Hazardous Materials; *School Buildings
IDENTIFIERS- Asbestos Hazard Emergency Response Act 1986; Facility Management

The Environmental Protection Agency (EPA) requires schools to appoint an asbestos management coordinator called the "AHERA (Asbestos Hazardous Emergency Response Act) designated person" (DP) who is responsible for a number of asbestos-related

ED 420 181 FL 025 281

Language Coordinators Resource Kit. Section Four: Materials Development.
PUB DATE- 98
NOTE- 112p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Cultural Awareness; Grammar; *Program Administration; Program Design; Public Agencies; Second Language Instruction; *Second Language Programs; *Second Languages; Teacher Developed Materials; Teaching Guides; Workbooks
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section covers development of instructional materials. An introductory chapter provides an overview of the guide, techniques for identifying materials development needs, and a suggested schedule for materials development activities. The second chapter outlines methods for developing seven types of instructional materials: pre-departure materials; student textbooks; student workbooks; grammatical information; cross-cultural information; instructors' manuals; and other teaching materials. The final chapter discusses the logistics of materials development, including establishing a team, ensuring ongoing revision, using computers to work with text and pictures, and cue cards for the computer. (MSE)

ED 420 182 FL 025 282

Language Coordinators Resource Kit. Section Five: Principles of Learning and Teaching.
PUB DATE- 98
NOTE- 106p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Communicative Competence (Languages); Glossaries; *Instructional Design; *Program Administration; Program Design; Public Agencies; Second Language Instruction; Second Language Programs; *Second Languages; *Teaching Methods
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section outlines basic principles of second language learning and teaching. An introductory chapter provides an overview of the contents and suggestions

ED 420 202 FL 025 304

May, Marian; Bartlett, Annie
"They've Got a Problem with English": Perceptions of the Difficulties of International Post-Graduate Students.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *English (Second Language); Foreign Countries; *Foreign Students; *Graduate Students; Higher Education; *Language Attitudes; Language Role; *Learning Problems; Second Language Learning; Student Adjustment
IDENTIFIERS- Australia; Australian National University

The common perception on the part of higher education institutions, academic staff, and scholarship donors, that English language skill level is the cause of the academic difficulties (problems in adjustment, longer completion times required) of international graduate students is examined, drawing on experience at the Australian National University. The university's efforts to address these students' language needs are discussed. The university's National Centre for Development Studies (NCDS) provides programs for over 250 international students in four degree programs each year. Foreign entrants may be admitted with lower English proficiency levels than in the university as a whole. Academic staff have expressed concern about the students' academic problems, but faculty development workshops to address the problem have been poorly attended. A program of discipline-specific study and academic skills courses, both pre-enrollment and concurrent with enrollment, has been developed to provide explicit instruction in critical analysis, research skills, writing, and seminars. This systematic approach to development of academic skills has been effective for students, as reflected in the experiences of individual students. Implications for entry requirements, academic skills program development, language training and testing, and research are discussed. Contains 10 references. (MSE)

ED 420 203 FL 025 305

Diaz-Greenberg, Rosario
Latino Voices of High School Students: Overcoming the Culture of Silence.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Students; *Cultural Context; Culture Conflict; *High School Students; High Schools; *Hispanic Americans; Interpersonal Communication; Interviews; Public Schools; *Self Expression; Student Attitudes; Student Participation; Teacher Student Relationship
IDENTIFIERS- *Hispanic American Students; Latinos; *Opression

A study with Latino high school students sought to provide a forum for student expression and to examine factors that tend to silence Latino student voices. It explored how students

ED 420 224 HE 031 264

Pinnegar, Stefinee
She Learned the Meaning of Life But Forgot It before She Could Say It: A Narrative Analysis of the Process of Tenure.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Discourse Analysis; *Educational Attitudes; Higher Education; *Narration; Personal Narratives; *Tenure
IDENTIFIERS- Polkinghorne (Donald)

This paper analyzes the process of tenure using various conceptions of narrative as the interpretive lens for considering the meaning of achieving tenure. It first examines tenure as narrative performance, noting when, where, and in what context tenure is discussed. The paper then looks at tenure through Donald Polkinghorne's (1988) analytical framework for considering narrative, which includes living the narrative, telling the narrative, and interpreting the narrative. Next, the paper focuses on tenure as story, noting the few frameworks for telling tenure stories, such as advice to the untenured and the announcement of tenure or its rejection. Finally, the paper looks at tenure as the archetypal quest narrative, noting that tenure often becomes a point of redefinition rather than an arrival. Much of the discussion focuses on the author's own attitudes and feelings concerning tenure and the tenure process. (MDM)

ED 420 225 HE 031 265

Struck, Mildred H.; Oja, Sharon N.
The Use of the Ways of Knowing Inventory with Graduate Student Teaching Interns and Their Cooperating Teachers and University Supervisors.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Epistemology; Females; Higher Education; Mentors; *Metacognition; Teacher Education; Teacher Interns; *Teacher Student Relationship

This study sought to determine if the Ways of Knowing Inventory (WOKI) was useful as a measure of intellectual/epistemological development among interns, cooperating teachers, and university supervisors who were engaged in a one-year student teaching experience. The WOKI is a 49-item questionnaire based on the epistemological positions described in "Women's Ways of Knowing" (Belenky et al., 1986). The 74 female participants completed the WOKI at the outset of the 1995-96 school year. The results indicated moderate-to-strong positive correlations between silence and received knowledge, and between subjective knowledge and procedural knowledge; moderate positive

ED 420 245 HE 031 295

Schilling, Karen Maitland; Schilling, Karl L.
Proclaiming and Sustaining Excellence: Assessment as a Faculty Role. ASHE-ERIC Higher Education Report, Volume 26, No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 134p.; For a digest of this report, see HE 031 294.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Faculty; Educational Policy; Educational Trends; Evaluation Methods; Faculty College Relationship; Faculty Evaluation; Higher Education; Models; *Resistance to Change; Teacher Attitudes; *Teacher Role; Theories; Trend Analysis

This report addresses trends and issues in assessment in relation to the role of college faculty, including advances in assessment that make it more congenial to faculty, different institutional approaches to assessment, and how assessment can be viewed as a faculty role. The report identifies major shifts in the assessment framework, changes in practice or assessment methods, changing policies governing assessment, and different institutional approaches to assessment. It suggests that six conditions are necessary if faculty is to view assessment as an integral part of its role. These include embedding assessment in a fiscal and policy context that supports innovation; basing assessment on evidence and forms of judgment that disciplinary specialists find credible; and identifying assessment as a stimulus to reflective practice. After an introductory chapter which defines assessment and provides an historical context, individual chapters discuss: (1) conceptual or theoretical advances such as the talent-development or value-added perspective, (2) methodological advances such as multiple measures of performance, (3) policy advances, including changing notions of accountability, (4) the faculty's involvement in assessments, with examples from campuses, such as assessment as scholarship and assessment as administrative service, and (5) envisioning assessment as a faculty role in a supportive fiscal and policy context. (Contains 140 references.)(DB)

ED 420 246 HE 031 296

Robinson, Leonald D.
Negative Consequences of Undergraduate Alcohol Usage: A Multivariate Gender Comparison.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *Behavior Patterns; Behavior Problems; *College Students; *Females; Higher Education; Predictor Variables; *Sex Differences; Undergraduate Study
IDENTIFIERS- *Core Alcohol and Drug Survey

This study examined whether female undergraduate students who share with male undergraduates similar demographics, perceptions, and alcohol use locations, also share similar

ED 420 265 HE 031 321

Muraskin, Lana D.
A Structured Freshman Year for At-Risk Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 25p.; The National TRIO Clearinghouse also serves as an "Adjunct ERIC Clearinghouse on Educational Opportunity."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; *Academic Persistence; College Attendance; *College Curriculum; *College Freshmen; College Students; Dropout Research; *Enrollment Management; *High Risk Students; Higher Education; School Holding Power; Student Attrition; Student School Relationship
IDENTIFIERS- Lewis Clark State College ID; Marquette University WI; University of Maryland; University of New Orleans LA; University of South Carolina

This monograph focuses on the first year of college and the need for structured first-year programs that help at-risk students make a successful transition to college. It provides a detailed discussion of the elements of a structured first-year program, including: (1) participation in the admissions process for at-risk students; (2) pre-freshman-year academic and social preparation; (3) intrusive advisement throughout the freshman year; (4) provision of academic services that buttress courses in which students are enrolled; (5) group services with extended service hours to build cohesion among participants; and (6) conscientious efforts to convey a message of success to students. Additionally, examples of structured first-year programs at five institutions of higher education the University of New Orleans; Marquette University (Wisconsin); Lewis-Clark State College (Idaho); University of Maryland at College Park, and University of South Carolina are profiled. (Contains 12 references.) (CH)

ED 420 266 HE 031 322

Velasquez, Patrick
Cultural Activities and Campus Involvement.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Biculturalism; College Attendance; College Students; Dropout Research; *Enrollment Management; *High Risk Students; Higher Education; *Minority Group Influences; Minority Groups; School Holding Power; Student Alienation; Student Attrition; *Student School Relationship; *Student Subcultures
IDENTIFIERS- Rhode Island College; Southeastern Louisiana University; Southern University New Orleans LA; University of California San Diego

This monograph draws upon theories of student involvement and persistence to demonstrate how cultural activities can involve and serve to validate underrepresented groups on campus. A critical element of minority student academic persistence is the extent to which students become integrated into the

ED 420 285 HE 031 342

Morris, Libby V.; Little, Catherine J.
Georgia's Health Professions: A Decade of Change, 1985-1995.
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; Certification; Demography; Dietitians; *Health Occupations; Higher Education; Labor Market; Labor Supply; Nursing; Pharmacists; Physicians; Professional Occupations; Social Workers; Specialists; State Surveys; *Supply and Demand; Therapists; Trend Analysis
IDENTIFIERS- *Georgia

This report examines the supply of and demand for health care professionals in the state of Georgia, including information on education, demographics, and workforce changes. Supply data analyzed included licensure and certification records; a survey of Georgia's major health care institutions provided demand data. Additionally, institutions of higher education were contacted for graduate and enrollment data. Data reported include vacancy rates, practitioner-to-population ratios over time, educational productivity, urban and rural comparisons, and projections of future demand and growth. An introductory chapter is followed by a chapter on trends in population and health care resources. The remaining chapters report on the supply of and demand for the following professions: physicians, physician assistants, registered nurses, advanced practice nurses, nurse practitioners, clinical nurse specialists, nurse midwives, nurse anesthetists, licensed practical nurses, physical therapists, physical therapy assistants, occupational therapists, occupational therapy assistants, respiratory therapists, radiologists, radiation therapists, specialists in diagnostic medical sonography, specialists in nuclear medical technology, medical technologists, health information administrators and technologists, specialists in surgical technology, dietitians, pharmacists, and social workers. A concluding chapter notes growth in training programs and supply of health care workers across all fields. (Contains approximately 75 references.) (DB)

ED 420 286 HE 031 343

Medical Readiness. Efforts Are Underway for DOD Training in Civilian Trauma Centers.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Demonstration Programs; Emergency Programs; Feasibility Studies; Higher Education; Hospitals; Injuries; *Medical Education; Medical Services; *Military Personnel; Military Training; Private Sector; Public Sector; Surgery; War
IDENTIFIERS- *Department of Defense

This report evaluates a Department of Defense (DOD) demonstration program that would provide trauma care training for military medical personnel through one or more public or nonprofit hospitals. Specifically, it examines DOD's actions to meet

ED 420 305 IR 018 926

Morgan, Nancy A.; Batovsky, Steven
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1998. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvements (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For Part II, see IR 018 927.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Educational Resources; Elementary Secondary Education; Government Publications; Grants; Information Networks; Information Policy; Information Sources; Instructional Materials; *Internet; Lesson Plans; Library Catalogs
IDENTIFIERS- Electronic Resources; ERIC Digests

Through state and regional education networks and commercial providers, the vast resources of the Internet are increasingly available to administrators, school library media specialists, and classroom teachers. This ERIC Digest lists a sample of no cost Internet resources of special interest to K-12 educators (resources and addresses are subject to change). Highlights include: guides to Internet resources; lesson plans and teaching materials; keypals and penpals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; e-rate information; federal government information; state education departments; standards-based education; reference resources; library catalogs; and other resources. (AEF)

ED 420 306 IR 018 927

Morgan, Nancy A.; Batovsky, Steven
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups, Update 1998. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For Part I, see IR 018 926.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Educational Resources; *Electronic Mail; Elementary Secondary Education; Information Networks; *Information Services; Information Sources; *Internet
IDENTIFIERS- ERIC Digests; Listservs; Question Answering; USENET

As K-12 schools connect to the Internet, a new method of communication opens up to educators and their students. This ERIC Digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet. Question Answering services, listservs, and Usenet newsgroups are listed. (Author/AEF)

ED 420 307 IR 018 928

ED 420 328 IR 057 127

Grimes, Deborah J.
Academic Library Centrality: User Success through Service, Access, and Tradition. ACRL Publications in Librarianship No. 50.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Centralization; Higher Education; Library Development; *Library Research; *Library Role; Library Services; *Metaphors; Organizational Change; Organizational Development; Organizational Objectives

The purpose of this book is to report the findings of one study of the centrality of the academic library and to suggest specific ways in which the library can fulfill its mission. The book aims to improve librarians' understanding of how to help their users succeed and seeks a new metaphor for the academic library that is appropriate for the future. Chapter 1 examines the "library is the heart of the university" metaphor and its shortcomings. Chapter 2 traces key concepts related to centrality through the history of organization theory and through studies of retrenchment and resource allocation. It also looks closely at departmental, or subunit power and its relationship to centrality. Chapter 3 outlines the research methodology and research design used in the project on which this book is based, and describes seven universities and their leaders who participated in the study. Chapter 4 discusses the responses to interview questions of university CEOs and chief administrative officers (CAOs) at the seven institutions, with particular emphasis given to examples cited. Chapter 5 analyzes the findings of the study, developing both indicators and nonindicators of library centrality. Appendices include interview questions and descriptions of empirical indicators of academic library centrality. Contains a bibliography and an index. (Author/AEF)

ED 420 329 JC 980 273

Mellander, Gustavo A.; Mellander, Nelly
Trends in Community College Education: A Window of Opportunity.
PUB DATE- 97
NOTE- 9p.; Paper presented at Seton Hall University Higher Education Conference (South Orange, NJ, October 31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College Faculty; *Community Colleges; Educational Change; Educational Needs; Educational Opportunities; Educational Trends; *Employment Opportunities; *Enrollment Projections; *Enrollment Trends; *Futures (of Society); School Demography; Two Year Colleges

This paper discusses the trends in community college education and the societal and demographic changes that are influencing these trends. School enrollments have been increasing in recent years due to the flood of incoming children from baby boomers and immigrant minorities, as well as from students who are staying in school longer. These enrollment increases result in overcrowding, lack of funds, and a shortage of qualified

ED 420 348 JC 980 296

A State of Learning: California Higher Education in the Twenty-First Century. Blueprint for Implementing the Report of the California Citizens Commission on Higher Education. Two Volumes: The Report and the Blueprint.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Colleges; Diversity (Institutional); *Educational Change; Educational Innovation; *Educational Planning; Educational Quality; *Enrollment Management; Enrollment Trends; Financial Support; *Futures (of Society); Higher Education; Institutional Administration; Partnerships in Education; Program Implementation; School Funds; State Aid; Student Financial Aid; Two Year Colleges
IDENTIFIERS- *California

This two-part document, published in 1998, contains a report and blueprint that discuss the crisis facing California's system of higher education due to an influx of new students that the state cannot accommodate. The blueprint describes implementation of the report's recommendations for action include: (1) adopting strategies that smooth out the wide swings of support for the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC); (2) stabilizing long-term funding for UC and CSU; (3) stabilizing the proportion of funds appropriated to the CCC; (4) annually adjusting the amount paid by students in public institutions; (5) providing students with financial aid in both public and private institutions; (6) using capacity within the independent institutions to accommodate student demand; (7) making efforts to use existing facilities more extensively; (8) changing fundamental structure and governance of CCC; (9) strengthening the system of statewide coordination and regional cooperation among higher education; (10) using new strategies for preserving educational opportunities and ensuring that institutions reflect the diversity of California; and (11) increasing the links between higher education and the K-12 schools. Contains 30 citations. (YKH)

ED 420 349 JC 980 297

Leach, Leslie R.; Knowles, Nancy A.; Duckart, Tracy D.
Living the Myth: Merging Student and Teacher Needs in Responding Effectively and Efficiently to Student Papers.
PUB DATE- 97
NOTE- 27p.; Paper presnted at the Annual Conference of the English Council of California Community and Two Year Colleges (ECCCTYC) (San Francisco, CA, October 16-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Feedback; Student Characteristics; Student Needs; *Teacher Response; Teacher Role; *Teacher Student Relationship; Two Year Colleges; Writing Difficulties; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Teachers

This document begins with a presentation of research results

ED 420 369   PS 026 377

van Kuyk, Jef J.
The Pyramid Project.
PUB DATE- 97
NOTE- 18p.; Paper presented at the EECERA Conference (Munich, Germany, September 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Classroom Environment; Constructivism (Learning); Early Childhood Education; *Early Intervention; Foreign Countries; Metacognition; Models; Parent Participation; Play; Program Descriptions; *Special Needs Students; Teacher Student Relationship; Teaching Methods; *Young Children
IDENTIFIERS- Distancing Model (Sigel); *Netherlands; Netherlands; Representational Thinking; Social Constructivism

This paper describes the Netherlands' Pyramid Project, a classroom-based early intervention program which integrates nursery school and primary school organization and content for 3- to 6-year-olds who need special support, such as ethnic or language minority (allochtone) children and children from disadvantaged situations. Section 1 of the paper presents the theoretical underpinnings of the program and its complementary teaching model as built on four basic concepts: (1) child's initiative, focusing on children's play with objects and other children; (2) teacher's initiative, including scaffolding to facilitate learning and helping children to work strategically; (3) psychological nearness, providing children with a feeling of being protected and safe through the actual or psychological presence of a sensitive and responsive teacher; and (4) psychological distance, understanding that objects can be represented by something other than the objects themselves. Section 2 outlines how the basic concepts are operationalized in the development of a total program to facilitate social-emotional, personality, creativity, motor, perceptual, language, and cognitive development and orientation in space and time; the free and focused program components; projects to ensure that all developmental areas are presented in a balanced way; observation and testing procedures; preventive and remedial tutoring; attention for allochtone children; and parent involvement. Sections 3 and 4 of the paper describe initial evaluation results, indicating that the first year of the project has been successful in terms of content and organization. (Contains 32 references.) (KB)

ED 420 370   PS 026 388

Chung, An-Me
Service as a Strategy in Out-of-School Time: A How-To Manual.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Centers; *After School Education; *After School Programs; Child Caregivers; Day Care; Dual Career

Grunewald); "The Experiences of a Staff Member of the 'Centre for Vocational Training and Promotion of Economic Performance' with Three Workshops, Where Questions of Financing the Continuing Vocational Training Were Discussed" (T. Hintz); "The Experiences of the Representatives of the 'Development Agency Agriculture and Forestry' with Two Workshops, Where Questions of Financing the Continuing Vocational Training Were Discussed" (T. Hentschel, B. Riemer); "Job-Rotation--A New Instrument for the Employment and Qualification Policies in Germany" (B. Uhrig); "Reflections and Open Questions--Inspired by the Danish Experiences with the Financing of the Continuing Vocational Training for Employed and Unemployed" (J.H. Soerensen); "Historical Review of a Case, Which Used Job-Rotation in the Enterprise-'Fibertex'" (J.H. Soerensen); "Proposal for a Reform of the General and Continuing Vocational Training of Adults in Norway" (I. Eidskrem); "Elements of the Norwegian Labour Market Politics" (S. Festoe); "Conclusions--Considerations and Points for the Further Discussion" (B. Hovels, G. Kraayvanger); "Experiences of a Representative of the Dutch OVP-Fund, with Three Workshops, Where Questions of Financing the Continuing Vocational Training Were Discussed" (T. Seip); "Experiences of a Representative of the Dutch OOM-Fund with Three Workshops, Where Questions of Financing the Continuing Vocational Training Were Discussed" (P. Den Hollander); "Description of the National Financing System of CVT and FTU in Germany" (U. Grunewald, D. Moraal); "The Center for Vocational Training and Promotion of Economic Performance Simmerath" (U. Grunewald, T. Hintz); "Financing Model of the Development Agency for Agriculture and Forestry (FLF)/Qualification Fund for Agriculture and Forestry (QLF)" (T. Hentschel); "Description of the National Financing System of CVT and FTU in Denmark" (K. Olesen); "Financing Models of CVT and FTU in Denmark" (K. Olesen); "Description of the National Financing System of CVT and FTU in Norway" (I. Eidskrem); "National Financing System of CVT and FTU in the Netherlands" (B. Hovels, G. Kraayvanger); and "Financing Models of CVT and FTU in the Netherlands" (W. Boonstra, B. Hovels, G. Kraayvanger). (Forty tables/figures are included.) (MN)

ED 419 903 CE 076 301

National Certification in Plastics (NCP). NCP Certified Operator. Candidate Handbook. Second Edition.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; Credentials; *Employment Qualifications; Manufacturing; On the Job Training; *Plastics; Postsecondary Education; Standards; *Test Content; Test Items; *Test Wiseness; *Tests

This handbook provides information for persons who are preparing to take a test for certification in the plastics industry. The nine sections of the handbook provide information on the following: (1) the mission of the Society of the Plastics Industry and the value of the National Certification in Plastics; (2) tips on preparing for the exam; (3) tips on taking the exam; (4) information about what happens after a candidate takes the exam; (5) the body of knowledge a candidate needs to know (basic process control; preventive and corrective

DESCRIPTORS- *Allied Health Occupations Education; *Health Facilities; Instructional Materials; *Leisure Time; Lesson Plans; *Long Term Care; Needs Assessment; Older Adults; Program Administration; *Recreational Activities; Recreational Programs; Secondary Education; State Curriculum Guides; Teaching Guides; *Therapeutic Recreation
IDENTIFIERS- *Activity Coordinators (Long Term Care); Missouri

This curriculum for activity director in a long-term care facility consists of a student manual and instructor key. The student manual is designed to be used independently by students in secondary health occupations programs or by individuals receiving on-the-job training in a long-term care facility. A clinical site is needed for individuals to practice activity director skills and to demonstrate mastery of these skills. Introductory materials include a 46-item bibliography, and glossary. The manual is divided into six units: introduction to activity director in a long-term care facility, psychosocial needs of adults, interpersonal communication skills, assessment and evaluation, programming, and management. Units are further divided into one to seven lessons that contain lesson objectives, key terms, content information, illustrations, and activity sheets as appropriate for the content. Each unit has a written evaluation that should be taken after all lessons in the unit are studied. A unit checklist, located at the end of each unit, provides a method for keeping track of activity sheets and written unit evaluations to be completed in the unit. The written unit evaluations are included at the end of the manual. The instructor's key provides answers to the activity sheets and unit evaluations. (YLB)

ED 419 922 CE 076 529

Holle, Julie; Tate, Deborah
Animal Care Assistant. Instructor Key and Student Manual.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 387p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Husbandry; *Course Content; Instructional Materials; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides; *Units of Study; *Veterinary Assistants; *Veterinary Medicine
IDENTIFIERS- Missouri

This manual can be used independently by students in secondary health occupations programs or in agricultural education programs, or by persons receiving on-the-job training in a veterinary clinic. This manual includes an instructor's key that provides answers to the activity sheets and unit evaluations. The manual consists of the following seven units: (1) introduction to the field of veterinary medicine; (2) communication skills; (3) basic office procedures; (4) animal identification; (5) safety; (6) animal care; and (7) clinic procedures. Units are further divided into lessons, which contain lesson objectives, key terms, content information, illustrations, and activity sheets as appropriate for the content. Activity sheets are designed to assist the learner in a low level of training had a labor market activity rate comparable to that of more highly trained women in Luxembourg. An examination of unemployment rates throughout the EU indicated that, although higher levels of training generally protected women against unemployment, higher levels of training were required to protect women against unemployment in northern Europe than in southern Europe. Women constituted 63%-92% of the labor force with reduced working hours. In the countries of southern Europe, between 7% and 14% of the employed female labor force was involved in part-time work, whereas in the Netherlands, 68.5% of employed women worked part time. The Netherlands, Germany, and Denmark appeared to offer relatively egalitarian access to part-time work. (MN)

ED 419 940 CE 076 580

Nelson, Orville
Competencies Needed by Youth Apprenticeship Program Coordinators.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Qualifications; Administrators; *Apprenticeships; *Competence; Education Work Relationship; *Employment Qualifications; Postsecondary Education; *School Business Relationship; Secondary Education; Teacher Attitudes
IDENTIFIERS- Wisconsin

A project was conducted in Wisconsin to identify the competencies needed by youth apprenticeship program coordinators. The descriptive research study used a two-stage survey process to identify the competencies and determine their importance. In the first round of the survey process, all youth apprenticeship coordinators in the state were asked to identify the competencies they had to develop in order to design, implement, and maintain the youth apprenticeship program, and a similar survey was distributed to teachers who taught youth apprentices. Input from the first round was used to develop a rating scale for the second part of the process. Responses from the coordinators were used to identify competencies that were used in the survey instruments sent to coordinators in the second round, with the same process being used to develop a second round survey for the teachers. The study found that the following competencies were regarded as the most important by the coordinators: (1) recruit employers; (2) promote program to students; (3) promote program to teachers, counselors, and administrators; (4) promote program to parents; (5) time management; and (6) apply child labor laws. (Nineteen tables and the survey forms are included in the report.) (Author/KC)

ED 419 941 CE 076 581

Baldus, Lorayne
WTCSB Wisconsin Technical College System Board . Equity Staff Development Workshops and Services. Phase VII Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 98
NOTE- 116p.; For related documents, see ED 371 177, ED 382 884, ED 395 213, and ED 409 425.
LANGUAGE- English

conference with lists of speakers and speeches. Part II lists the commission sessions, thematic working groups, and public round tables. Part III presents the three documents issued by the conference: report of the conference by the Rapporteur-General, a synthesis of the main trends of the discussions; "Hamburg Declaration on Adult Learning"; and "Agenda for the Future," 10 thematic headings under which adult learning was considered. Appendixes contain the following: the agenda; "Opening Address" (Henning Voscherau) on the key functions of adult education; "Keynote Address" (Sheikh Hasina) on Bangladesh's efforts to eradicate illiteracy; "Opening Address" (Roman Herzog) on the role of lifelong learning in the German economy; "Address" (Federico Mayer) on defining the new roles that adult education must play to meet the aspirations of women and men in all countries in the future; "Address" (Rita Sussmuth) on lifelong learning and the conference's challenges and opportunities; "Address" (Kim Howells) on what the United Kingdom is doing to create a learning society; lists of thematic working group members, participants of public round tables, participants, and conference secretariat and local support personnel. (YLB)

ED 419 958 CE 076 642

Athanasou, James A.
Evaluating the Effectiveness of Multimedia Based Learning. Occasional Paper Number 5.
PUB DATE- 98
NOTE- 13p.; Paper presented at the International Conference on Quality and Productivity Centre (Singapore, July 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Quality; Evaluation Methods; Foreign Countries; *Holistic Approach; Instructional Effectiveness; Models; *Multimedia Instruction; Program Evaluation; Synthesis
IDENTIFIERS- *Australia

A holistic approach to evaluating an adult education and training program or service was proposed that is based on consideration of the following: ethics, objectives, stakeholders, coverage, effects, and costs. According to the proposed approach, the following are among the design features of multimedia instruction to be considered before an evaluation: particular mode of technology-assisted learning; method of using technology in the instructional process; social aspects of the instructional process; relationship with other components of training/instruction; hardware requirements; software aspects; assumed learning sequences; medium of presentation of details; extent of interactivity, self-pacing, and self-direction; and subject matter interest. The actual evaluation procedure is a six-step process during which evaluators evaluate a program against the prescribed criteria to ascertain the following: whether the program or service is ethical; the extent to which the program or service covers those who are most in need; the costs, benefits, and utilities of the program or service; whether the program or service achieved its key objective(s); the net effect of the program or service; and the extent to which the perspectives and interests of all stakeholders have been considered and met. (24 endnotes) (MN)

ED 419 959 CE 076 643

McDaniel, Olaf C.
Strategies for Innovation in Vocational Education and Training Reform. Subgroup A. Final Report.
PUB DATE- 98
NOTE- 51p.; For the 1998 reports of ETF Advisory Forum Subgroups B-D,, see CE 076 682-684.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Agents; *Change Strategies; Educational Change; *Educational Innovation; Foreign Countries; International Cooperation; *Job Training; Postsecondary Education; Questionnaires; Resistance to Change; Secondary Education; *Vocational Education
IDENTIFIERS- European Union

Vocational education and training (VET) systems and their institutions should be highly directed toward innovation, but the position of VET in existing educational systems does not automatically enhance innovation. Within the existing educational systems, innovation in VET has to overcome a number of problems; the literature also indicates factors that could further hamper the conditions for innovation. One factor remains the same across all VET systems: the level that should execute the innovation should be doing so either because they are convinced, loyal, rewarded, or forced to do so. Responses of experts at a conference held in Bled, Slovenia, indicate the following: the expected "positive" elements (convincing for institutions) score relatively lower than the expected "negative" elements; institutions are somewhat more active as initiators of change than government or social partners; failure of innovative processes is caused by a lack of time for implementation, insufficient staff preparation, lack of extra funds, or lack of feedback; and institutional support for innovation is of vital importance. Conference participants believe the issue of key actors' involvement is of vital importance and the importance of personnel policies cannot be underestimated. Possibilities for international cooperation are: continuing study, extension to company training, experimentation and supporting innovation, and human resource management policies in VET. (Appendixes include terminology, participants' list, and questionnaire.) (YLB)

ED 419 977 CE 076 682

Colardyn, Danielle
Quality Assurance in Continuing Vocational Training. Subgroup B. Report.
PUB DATE- 98
NOTE- 60p.; For the 1998 reports of ETF Advisory Forum Subgroups A-D, see CE 076 681-684.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; Educational Certificates; Educational Development; Educational Policy; *Educational Quality; Foreign Countries; Job Training; *Lifelong Learning; *Quality Control; Standards; *Student Certification; *Vocational Education
IDENTIFIERS- European Union

This report examines developments in continuing vocational training (CVT) in the framework of lifelong learning for all with a particular emphasis on quality assurance (QA). It defines CVT, quality, and QA. The state of the debate on QA in

Behavior; Safety; *Schools; Self Control; *Violence

This publication features articles on prevention of school violence and the development of student self-discipline. It describes programs to help students at risk socially and academically. Practical and promising approaches to positive behavioral interventions and strategies are presented in a step-by-step format. Approaches to school discipline that employ techniques based on experience are included. Articles include: (1) "School Discipline and Behavior Management"; (2) "School Bus Safety: A Handout for Parents and Teachers" (H. J. Srednicki); (3) "A Prosocial System for Improving Student Discipline and Responsibility" (J. McMullen); (4) "Managing Disruptive Behavior in School Settings: The Think Time Strategy" (J. R. Nelson, B. A. Carr, D. J. Smith); (5) "Defusing Disruptions: A Crisis Intervention Method" (N. Shandler); (6) "School-Based Projects for Violence Prevention" (A. O'Brien); (7) "Bullying Fact Sheet" (G. Batsche, B. Moore); (8) "Position Statement: School Violence" (NASP); (9) "Disciplining Students with Disabilities" (K. P. Dwyer); (10) "Data-Based Decision Making: Assessing Progress and Evaluating Interventions" (M. W. Steege); (11) "Promoting 'Fair Play' in Schools" (F. L. Wilczenski, R. Steegmann, M. Braun, F. Feeley, J. Griffin, T. Horowitz, S. Olson). Also included are a resource guide, and book reviews. Many articles are reprints from "Communique," a publication of the National Association of School Psychologists. (EMK)

ED 419 996 CG 028 411

Gariglietti, Kelli P.; Schemmel, Todd A.
Comparing Treatment Approaches for Obsessive Compulsive Disorder.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Disorders; Behavior Modification; *Cognitive Restructuring; Counseling Techniques; Mental Disorders; *Psychotherapy; Therapy
IDENTIFIERS- Obsessive Compulsive Behavior

The current status of research literature relevant to obsessive compulsive disorder (OCD) is reviewed. Models proposing the etiology and maintenance of OCD, empirically established treatments for OCD, and research supporting cognitive approaches to treatment are also included in the review. Until recently, most of the controlled research investigating treatments for OCD has focused on behavioral and pharmacological approaches. The models of Mowrer, Beck, Salkovskis, and Foa and Koza along with established treatments in behavioral therapy and pharmacotherapy are reviewed. Cognitive treatment techniques are discussed. The minimal amount of research investigating the efficacy of cognitive treatments for OCD, compared to the large amount of research investigating behavioral treatments, highlights the need for further research to establish the long-term effects of cognitive therapy. The review concludes with a summary of various treatment issues that future research must address to increase the understanding of the well-established behavioral and pharmacological treatments of OCD, and to further validate the cognitive approach to treatment. Contains 29 references. (Author/EMK)

ED 419 997 CG 028 451

ED 420 017 CG 028 506

Jordan, Elaine

Developing Collaboration among Parents, Schools and Community To Provide Early Screening and Intervention for Children Prenatally Exposed to Alcohol.

PUB DATE- 98

NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcohol Abuse; Children; *Early Intervention; *Fetal Alcohol Syndrome; *High Risk Students; Mothers; *Navajo (Nation); Parent School Relationship; School Community Relationship

IDENTIFIERS- Cultural Sensitivity

The purpose of this project was to develop a culturally relevant collaborative model focussing on early screening and intervention for Navajo children prenatal exposure to alcohol. A review of the long-term consequences of maternal drinking is presented, and prevalence statistics for American Indian groups are reviewed. Collaboration between a school district and a university made it possible to develop an assessment instrument (Navajo Family Interview), to identify and test children at academic risk and children with prenatal alcohol exposure, and to make recommendations regarding early screening and intervention. Data were collected from students, parents, teachers, counselors, a school psychologist and school administrators. In the first phase of the project, the Navajo Family Interview was administered. The second phase included testing of the child. Eight children with significant fetal alcohol exposure were identified; they were not however diagnosed with fetal alcohol syndrome. They were compared with matched controls. Differences between alcohol affected children and control group are discussed. Guidelines for culturally specific intervention programs are suggested. A chart is included with the plan for collaboration among parents, schools, and community dealing with alcohol-affected children. (Contains 14 references.) (EMK)

ED 420 018 CG 028 509

Portes, Pedro R.; Cuentas, Tito E.; Zady, Madelon

Cognitive Socialization Practices across Ethnocultural Contexts: How Much Does Literacy Account for Cultural Differences in Intellectual Performance?

PUB DATE- 98

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Development; *Cross Cultural Studies; Elementary School Students; Grade 5; Intermediate Grades; Literacy; Parent Child Relationship; Preadolescents; *Thinking Skills

IDENTIFIERS- Peru

teaching needs. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis and several variations. (RS)

ED 420 039 CS 013 206

Margotta, Lynn
Punctuation Rules. School Version with Lesson Plans (Ages 8-14). CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Elementary Education; Junior High Schools; Lesson Plans; *Punctuation; Teaching Guides; *Writing Skills
IDENTIFIERS- *Rule Learning

This software product is designed to teach punctuation to students aged 8 to 14 years. The software may be used without the printed text, but educators will appreciate the added dimension and greater convenience that the lesson plans provide. Along with the 12 lesson plans are worksheets, templates, and other materials needed to complete the activities. Teachers are encouraged to adapt the lesson plans to meet their particular teaching needs. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis and several variations. (RS)

ED 420 040 CS 013 207

Highsmith, Joni Bitman
Stickybear's Reading Fun Park. An Exciting Reading Adventure for Ages 4-8. School Version with Lesson Plans (Ages 4-8). CD-ROM .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Assisted Instruction; Decision Making; Kinesthetic Methods; Lesson Plans; Primary Education; Reading Improvement; *Reading Instruction; *Reading Skills; *Skill Development; Teaching Guides; *Word Study Skills

This software product teaches reading skills beyond simple word recognition. The accompanying twelve printed lesson plans are designed to complement the reading skills with other methods and areas of emphasis including kinesthetic learning, listening skills, decision making skills, syntactic understanding, word analysis, dictionary skills, and other vital tools for educational development. Most of the lesson plans may be completed in a single day, but all will benefit from a longer period of development. Some of the lessons may be expanded to cover several weeks as students become more skilled in a particular area of study. The lessons are written on the assumption that the teacher may have access to only a single computer, but the more computers involved in the use of the

Assistants; *Writing Instruction
IDENTIFIERS- *Arizona State University; Hate Speech; *Offensive Speech

First-year teaching assistants (TAs) at Arizona State University participate in a fair amount of training--in rhetorical theory, composition theory, teaching theory and practices, the English 101 syllabus, and university policies and services. But one classroom incident which began with a TA resulted in much turmoil on campus. Two examples of materials with hostile and offensive language aimed at persons from underrepresented groups transmitted over the Internet were brought to an English 101 class by a TA because they outraged her. To heighten teachers' awareness of matters of diversity, additional training was offered to all composition teachers. The Intergroup Relations Center (IRC) was established in the summer of 1997. The Composition Program has worked closely with the IRC to raise teachers' awareness of diversity issues and to offer pedagogical strategies for fostering diversity in the classroom. The IRC staff designed an 8-hour series of four workshops for teachers. The workshops focused on: (1) personal and social identities and strategies for encouraging students to respect the diversity of identities that exist in any classroom; (2) academic freedom, free speech, and student conduct; (3) strategies for de-escalating destructive conflict when it inevitably arises in a composition classroom; and (4) specific strategies for generating constructive classroom dialogue when controversial topics are initiated by the teacher or by students. (Appended are seven classroom scenarios for addressing diversity, suggested ground rules for creating dialogue in the classroom, and applications for Rogerian rhetoric.) (CR)

ED 420 060 CS 216 349

Burk, Anne
A Literature-Based Basal Reader's Effects on Student Achievement: An Evaluation of Literature-Based Basal Textbook Adoption at Terre Town Elementary.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; Classroom Techniques; Grade 3; Primary Education; *Reading Achievement; Reading Research; *Scores; Student Improvement; Textbook Content
IDENTIFIERS- Ex Post Facto Design; *Indiana Statewide Testing for Educ Progress; Vigo County School Corporation IN

An ex post facto study examined third grade students' achievement test scores both before and after the adoption of a literature-based basal reading text. The experimental groups consisted of five third grade classes at Terre Town Elementary School (Indiana) for each of the years 1988 through 1993. Mean scores were plotted and data were visually interpreted to yield the study's results. Results indicated that the use of literature-based basal had little effect on reading, language, and total battery ISTEP (Indiana Statewide Testing for Educational Progress) scores of the students. (Contains five tables of data and seven references.) (CR)

ED 420 061 CS 216 350

Emmert, Bryan E.
Improving ISTEP Scores through Remediation: An Evaluation of the

IDENTIFIERS- *Curriculum Emphases; Literary Canon

This book analyzes the notions that are "fashionable" in the humanities today, arguing against the orthodoxy that has installed race, gender, and class perspectives at the center of college humanities curricula. The book contends that humanistic education today, far from being historically aware, relies on anachronistic thinking; far from being skeptical of Western values, represents a "ruthless and unskeptical" Western extremism; far from being valuable in bringing political perspectives to bear, presents politics that are "unreal"; far from being sophisticated in matters of "theory," is largely "ignorant" of the range and history of critical theory; and far from valuing diversity, is unable to respond to the great sweep of literature. Following an introduction, the book's chapters are titled: (1) The Origins of Political Correctness; (2) The Diversity of Literature; (3) Gender, Politics, and Criticism; (4) The Academic Politics of Race; (5) Class and Perfect Egalitarianism; (6) Activism and Knowledge; (7) Power, Objectivity, and PC Logic; (8) Is Theory to Blame?; and (9) How Did It All Happen--And What Comes Next? The conclusion examines the prospects for future change. (NKA)

ED 420 082 CS 509 837

Gutenko, Gregory

"Microeconomic Modeling" in a Third Semester Video Production Course.

PUB DATE- 96

NOTE- 13p.; Paper presented at the Annual Broadcast Education Association Convention (41st, Las Vegas, NV, April 12-15, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Budgeting; Class Activities; Course Descriptions; Film Study; Higher Education; Models; *Production Techniques; Videotape Recordings

IDENTIFIERS- University of Missouri Kansas City; *Video Production

Classroom and laboratory environments typically can provide actual or simulated activities within which most of the technical and creative elements of the media production process can be enacted, but the financial component of production budgeting is often left aside. A "mini-production community" model has been used for the last three years in a third-semester, team-oriented field production course at the University of Missouri at Kansas City. Starting with an estimated budget for each major product, students expend funds ("video dollars") to the school and exchange funds with each other as the "hire" and "hire out" to form production teams. Students typically retain creative control by producing and, in almost all cases, directing their productions. Budgeting is a very pragmatic counterpoint to the aesthetic play and experimentation being encouraged in the course, and punishment and reward through credit loss and gain is needed to motivate compliance with the pragmatic. Subjective observations indicate that students enjoy the activity of hiring and billing, and appreciate more fully the consequences of wasted time and the mercurial nature of production planning and scheduling. (The course syllabus, sample "video dollars," and a "rate card" for the course are attached.) (RS)

ED 420 083 CS 509 838

analyzes essential elements in HRD and the management function of government in such matters. It then outlines the PMG audit, which is an operational technique to assist governments in examining and improving the effectiveness of their HRD initiatives. The book then examines PMG and partnership with nongovernment sectors, as well as PMG and gender issues, PMG and technology, and also PMG and resource mobilization. Some strategies and issues are detailed. The PMG-HRD audit tool is presented alongside a holistic emphasis on HRD and a profile of professionally managed government. The report defines professionally managed government as government that demonstrates political will and good governance, decentralization and devolution of management responsibilities, accountability and transparency, and quality. To show how such a process can work, case studies from six different countries are provided. (RJM)

ED 420 102 EA 029 073

Dunlap, Karen
From the School Board's Perspective: Components of Effective Campus Leadership.
PUB DATE- 97
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Boards of Education; Educational Administration; Elementary Secondary Education; Leadership; *Leadership Qualities; *Principals; *School Administration

The purpose of this study is to identify leadership qualities and proficiencies that a sample of school board members thought essential to being a successful campus administrator. The qualitative study consisted of six interviews conducted using a blend of the structured-interview and interview-guide approaches. The inquiry focused on determining school board members' knowledge of the principal's role in six domains: (1) learner-centered leadership; (2) learner-centered climate; (3) learner-centered curriculum and instruction; (4) learner-centered professional development; (5) equity in excellence for all learners; and (6) learner-centered communication. The results of the interviews indicate that school board members had a definite image of what the principal's role should be in domains 1, 2, and 6. However, the roles in domains 3, 4, and 5 were not as well understood. Overall, even though board members respected the principalship, they felt that campus leaders needed to be more "civic" minded. Continued "partner" relationships were encouraged to make better use of limited resources and to form communication links between businesses and campus leaders. Appended are brief excerpts from "Learner-Centered Schools: A Vision for Texas Educators" and the "Interview Guide Proposed Questionnaire." (RJM)

ED 420 103 EA 029 074

Gantner, Myrna W.
A Study of Parental Views Regarding the Characteristics of an Effective School Leader.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

IDENTIFIERS- *Direct Instruction; *Self Monitoring; Summarization
This study evaluated effects of a direct instruction main idea summarization program and a self-monitoring technique on the reading comprehension of four sixth-grade students with learning disabilities. A multiple probe across student design was used. One student did not receive instruction and served as a control subject. Student performance was assessed after the main idea instruction and self monitoring training. Results indicated that the main idea instructional program produced increases in identifying and generating main ideas, and the high levels of performance were surpassed by gains demonstrated as a result of the self-monitoring program in which students monitored their use of the summarization strategies. Student interviews indicated that the strategy was beneficial in understanding textual information. Results of a maintenance probe conducted with the four trained students at either 6, 10, and 16 weeks following the study did not, however, find program benefits had been maintained. Examples of the seven-lesson instructional program are attached. (DB)

ED 420 123 EC 306 459

Report on Results of Focus Groups Conducted with People with Disabilities.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; Attitudes; *Disabilities; Family Involvement; *Focus Groups; Needs Assessment; *Quality of Life; Social Services; Staff Role; Young Adults
IDENTIFIERS- Americans with Disabilities Act 1990; *Maine
This report describes results of six focus groups of people with disabilities convened by the Maine Bureau of Health to determine the feelings, attitudes, and experiences of this population. Four groups were comprised of adults ranging in age from the early twenties to the late seventies; two groups were comprised of adolescents and young adults. The groups also included family members and staff of agencies serving people with disabilities. Among the disabilities represented were spinal cord injury, vision impairment, developmental disability, deafness, mental illness, learning disability, arthritis, diabetes, seizure disorder, traumatic brain injury, chronic fatigue syndrome, and kidney disease. Major findings included: health providers were seen as either great assets or great hindrances to living well with a disability; participants acknowledged the importance of their own attitudes to their quality of life. Recurrent themes included: the need to be listened to, the importance of family and friends, the need for economic security, major problems with the implementation of the Americans with Disabilities Act, the need for health insurance, and desires for the same things other people want. Of particular interest to those in the education field are the difficulties many children with disabilities face attending school. Appended are summaries of points made at each of the six groups. (DB)

ED 420 124 EC 306 460

Ijiri, L.; Carroll, J.; Fletcher, S.; Hubbard, L.; Manchester, science activities and was specifically developed for teaching the subject of batteries and bulbs. Ten classrooms in which special education students were enrolled with regular education students were observed, and the types and quantities of verbal interactions between disabled students and peers were reported. Eight groups of four or five students (each group containing one special education student) were then pulled from these classrooms and the software was tested with these students. Evaluation indicated that the cooperative learning activities and the software provided the structure needed to include students with disabilities and increased communication between disabled students and their peers. Evaluation also indicated non-disabled peers were able to help keep students with disabilities on task and that there was a high level of engagement in the learning activities. Appendices include the texts for sample lessons at different reading levels, a technical specifications document, parent permission forms, sample student workbook pages, and sample teacher manual pages. (Contains 78 references.) (DB)

ED 420 143 EC 306 486

Ahearn, Eileen M.
Report of the 1997 National Monitoring Conference (Salt Lake City, Utah, September 2-4, 1997).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Educational Legislation; Elementary Secondary Education; Federal Legislation; National Surveys; State Departments of Education; *State School District Relationship
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This document summarizes the proceedings of a 1997 conference on current state monitoring practices and the impact of changes from implementation of the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). The conference was planned by the Federal/Regional Resource Center/OSEP/NASDEE workgroup on monitoring. The document has two major sections. The first section provides a brief background on monitoring requirements and a synopsis of information presented in conference sessions. In the second section, data from a survey of the demographics and monitoring practices used by states in overseeing the implementation of special education in local districts is summarized. Comparison with results of a 1994 survey found the following: very little change by states in their monitoring cycles; an increase in the number of states using focused monitoring, self-monitoring, and coordination with other state agencies; and reports by 35 states that they are in the process of revising their monitoring system. Six appendices include a Department of Education memorandum; materials from Kansas, California, and New York; the monitors' organization survey report; and the meeting agenda. (DB)

ED 420 144 EC 306 487

Ramirez, Kathleen Marie
A Service Delivery Model for Students with Special Needs in the Catholic Elementary School System. (Guidelines for Designing and Implementing a Support System for Students with Special

activities. This manual presents some recommendations designed to help those persons appointed to this position understand his or her responsibilities. The DP implements the plan for managing asbestos-containing building materials (ACBM) in the school buildings and ensures that schools comply with federal asbestos regulations. Staff at the EPA have observed that the quality of school asbestos programs depends heavily on the dedication and work of the AHERA DP. DPs who know the AHERA requirements can effectively prevent the release of asbestos fibers not only through their own actions but also through their ability to hire and oversee the work of personnel conducting asbestos-related activities at their school buildings. The eleven chapters presented provide an introduction to asbestos and explain asbestos health risks; detail the AHERA inspection; outline a management plan; and discuss training and accreditation, recordkeeping, and related regulations. (Contains a precourse quiz, six checklists, a glossary of terms, and a list defining pertinent acronyms.) (RJM)

ED 420 163 EF 005 071

Brubaker, C. William
Planning and Designing Schools.
PUB DATE- 98
NOTE- 205p.; Contains six pages of color photographs and several black and white photographs and line drawings.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Architectural Character; *Building Design; Educational Environment; Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Lighting Design; Models; *School Buildings; School Construction
IDENTIFIERS- Floor Plans

This book offers and examines a number of suggestions for school architecture. The book consists of a review of 22 school projects from around the United States. The text opens with a brief history of school design in the nineteenth and twentieth centuries, but the focus throughout the book focuses on several distinct elements: designing schools with beauty and character; the planning and building process; computers and their impact on learning and design; interior design, including color, light, space, furnishing, and equipment; how educational restructuring affects architecture; and campus planning-site analysis. The design ideas presented here apply to a broad array of school types: community schools, high schools, shared facilities, elementary schools, expansions, renovations, and new projects. Each case deals with a unique problem and shows how the architects worked with the educators to create a tailored solution. Graphics and other illustrations are provided for each project reviewed. Special chapters address issues such as how to prevent obsolete schools, how to transform the learning environment, and how to design schools with character. (Includes an index.) (RJM)

ED 420 164 EF 005 080

Common ADA Errors and Omissions in New Construction and Alterations.
PUB DATE- 97
NOTE- 15p.

for assessing one's own knowledge about language teaching and learning. Subsequent chapters focus on: basic principles of Peace Corps training and communicative language teaching; techniques of classroom management, including use of learner-centered activities, intervening in those activities, error correction, having discussions, and concluding a class session; and classroom activities (general language learning, listening, grammar). (Contains glossaries of linguistic terms and of Peace Corps terms and acronyms and lists of commercially-available materials, publications, and videos.) (MSE)

ED 420 183 FL 025 283

Language Coordinators Resource Kit. Section Six: Ongoing Language Learning.
PUB DATE- 98
NOTE- 123p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Continuing Education; *Independent Study; *Inservice Teacher Education; Program Administration; Program Design; Public Agencies; Second Language Instruction; *Second Language Programs; *Second Languages; Self Evaluation (Individuals); *Staff Development; Tutorial Programs; Tutors
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section is concerned with in-service and independent language training at the overseas post. An introductory chapter gives an overview of the guide, with suggestions for identifying ongoing language learning needs for the post and a schedule for related activities. The second chapter focuses on administration of in-service and other training events, including planning and logistics, needs assessments, program design, evaluation, and final reports. Subsequent chapters address issues concerning: tutors and language informants (common challenges in tutoring situations, guidelines for tutoring, and sample practice activities) with illustrations from the field; use and design of language newsletters; and self-directed/independent learning, including learning techniques, self-assessment techniques, language learning strategies, and sample independent lessons for pre-service training. (MSE)

ED 420 184 FL 025 284

Language Coordinators Resource Kit. Section Seven: Assessment.
PUB DATE- 98
NOTE- 62p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Dialogs (Language); Interpersonal Communication;

perceive their cultural and linguistic reality, their family history, and the home experiences within the educational system. It also looked at what students see as alternatives for promoting educational reform, legitimizing their voices, and deconstructing practices that encode privilege, power, and marginality in public schools. The researcher developed a series of research questions in these areas, shared them with students, and asked students to prepare interview questions to guide dialogue between researcher and students. The dialogue process was then carried out, and the resulting conversations transcribed and analyzed. Four major themes emerged: (1) a desire to have adults elicit and legitimize student voices in the classroom setting; (2) students felt teachers were afraid they would lose power if students' voices were heard; (3) culture, language, and identity are interwoven throughout life; and (4) education, as a learning process, needs major reforms. Both students' and the researcher's recommendations for change are presented. Contains 87 references. (MSE)

ED 420 204 FL 025 306

Laubach, Laura Brown
Language Use and Attitude: A Study of the Use of Basque and Spanish by Bilingual Teenagers.
PUB DATE- 98
NOTE- 123p.; Master's Research Project, School for International Training, Brattleboro, VT.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescents; *Basque; *Bilingualism; Foreign Countries; High Schools; *Language Attitudes; Language Dominance; Language Maintenance; Language Research; *Language Role; Language Skills; Language Usage; Peer Relationship; Second Language Learning; *Spanish; Student Characteristics; Uncommonly Taught Languages
IDENTIFIERS- Spain

A study analyzed the use of Basque and Spanish by 36 bilingual teenagers enrolled in a Basque school in Spain, based on results of a survey. The history and present situation of the Basque language are outlined, and the importance of the revival of the Basque language by those who learn it in school is highlighted. Complete technical data from the survey, which was given in English as part of the regular English class, is included. Analysis of the survey results encompasses the students' linguistic background and demographic data, linguistic competence and language dominance, domains of use of Euskera and Spanish, and their attitudes toward the Basque language and the Basque school. Influential variables discussed include the language used with friends, gender, linguistic competence in each language, dominant language, and the language used at home. Contains 13 references. (Author/MSE)

ED 420 205 FL 025 307

Johnson, Connie R.
A Mexican Project with University Academic At-Risk English as a Foreign Language Students.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; College Students; *English (Second

correlations between silence and subjective knowledge, silence and procedural knowledge, and received knowledge and subjective knowledge, received knowledge and procedural knowledge, and subjective knowledge and constructed knowledge. The implications of these findings for the mentoring relationship are discussed. An appendix provides WOKI sample items. (Contains 10 references.) (MDM)

ED 420 226 HE 031 266

Greenwald, Beatrice
Perspectives on a Policy That Never Was: Trying To Enhance Multiculturalism in a University Setting.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; College Students; Courses; *Cultural Pluralism; Higher Education; *Policy Analysis; Policy Formation; *State Universities
IDENTIFIERS- Normative Philosophy; Organizational Process Model; Rational Decision Making; University of Washington

This paper discusses the failure of the University of Washington to formulate a policy regarding the establishment of a Cultural and Ethnic Diversity (CED) course requirement for undergraduates despite nine years of efforts to do so, tracing the efforts to establish a CED requirement, along with the arguments for and against such a requirement. It first examines the activities of key constituencies in the process through a rational perspective focus, noting the irrational behavior of certain constituencies. The paper then looks at the process from an organizational process perspective, explaining how different groups work for the benefit of the university while at the same time are in total opposition on the CED issue. A normative view of the CED process focuses on the values embodied in the policy actions that different groups chose. The paper concludes that, taken together, these three perspectives substantially illuminate a very complex series of events. (MDM)

ED 420 227 HE 031 267

Oliva, Maricela
North American Higher Education Cooperation: Findings from Recent Research in Mexico, Canada, and the United States.
PUB DATE- 98
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Case Studies; *Cultural Differences; Educational Attitudes; *Educational Policy; Foreign Countries; *Group Dynamics; *Higher Education; Individual Differences; International Communication; *International Cooperation; Interpersonal Communication; Interviews; Leadership; Organizational Effectiveness; Politics of Education
IDENTIFIERS- Canada; Mexico; *North America; United States

This case study examined the North American Higher Education alcohol usage patterns, negative consequences, and predictors for both. Secondary analysis was conducted using 1992 and 1993 U.S. Department of Education Core Survey data collected from 345 male and 584 female undergraduates at two private, midwestern liberal arts colleges. Male and female multiple regression predictor models for alcohol usage and negative consequences were created and compared. Results indicated that the demographics, perceptions, usage locations, alcohol as the drug of choice, age of first usage, and moderate usage were similar for both genders. Females, however, preferred occasional drinking, whereas males preferred heavy drinking, except in residence halls where both were heavy binge drinkers. Despite their predominantly occasional and moderate drinking, females were still similar to men in suffering 15 negative consequences of drinking, such as memory loss, thoughts of suicide, arrested for driving under the influence of alcohol, or missing classes. The paper concludes with 12 recommendations for preventive and intervention programs for institutions of higher education. (Contains 75 references.) (DB)

ED 420 247 HE 031 297

Financial Report of Ontario Universities 1996-97. Volume I-Universities.
PUB DATE- 98
NOTE- 294p.; For related documents, see HE 031 298-299.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Colleges; Data Analysis; Data Collection; *Educational Finance; Expenditures; Foreign Countries; *Higher Education; Income; Operating Expenses; Resource Allocation; School Accounting; School Funds; State Aid; Tables (Data); Universities
IDENTIFIERS- *Ontario

This annual report presents 1996-97 financial information on 20 degree-granting universities and related institutions in Ontario, Canada. The report first explains the general guidelines and reporting requirements used in compiling the report, including university accounting procedures, the principles of fund accounting involved, and definitions of types of funds, revenue sources, operating expenses, and objects of expense. Twenty-four data tables present summary information for all institutions, including: (1) combined revenues and expenses and changes in fund balances; (2) expenses by object and type of fund; (3) actual operating expenses by object and functional area; (4) percentage of total expenses by object of expense by institution; (5) percentage analysis of expenses by type of fund by institution; (6) general fund changes in appropriated fund balances; and (7) treatment and rehabilitation funds. Financial information for the following institutions are provided: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Le College Universitaire de Hearst, McMaster University, Nipissing University, Ontario College of Art & Design, University of Ottawa, Queen's University, Ryerson Polytechnic University, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (DB)

ED 420 248 HE 031 298

academic and social systems of their institutions. Such integration need not occur on a campus-wide level; student subcultures may form an effective base from which underrepresented students can create a niche and experience integration and persistence. Particularly salient is the degree to which institutional agents (faculty, staff, and student peers) facilitate the development of the social networks that provide cultural activities and facilitate campus involvement that allow underrepresented and disadvantaged students to bridge the gap between their own culture and the culture of their institutions. Case studies of four institutions' (University of California, San Diego; Southern University at New Orleans, Rhode Island College, and Southeastern Louisiana University) successful attempts to provide cultural activities and facilitate campus involvement for underrepresented students are included in this report. (Contains 41 references.) (MAB)

ED 420 267 HE 031 323

Weinsheimer, Joyce
Providing Effective Tutorial Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; College Attendance; College Students; Dropout Research; *Enrollment Management; High Risk Students; Higher Education; *School Holding Power; *Student Attrition; Student School Relationship; *Tutorial Programs; *Tutoring
IDENTIFIERS- Drexel University PA; Luther College IA; Southwest Texas State University; University of Wisconsin Eau Claire

A three-year longitudinal study of student support service programs prepared for the U.S. Department of Education indicated that peer tutoring during the first year of college has a positive and statistically significant impact on students in each of three outcome areas: grades, credits, and retention, and that participation in the first year has an even bigger payoff for students than in later years. The report examined five key issues in the design and implementation of tutorial services: (1) institutional context, or awareness of how the program's structure influences student learning and persistence, as well as how tutorial services contribute to the campus climate; (2) tutor selection, training, and support; (3) program evaluation and outcomes; evaluations can focus on short-term student outcomes directly related to tutoring (grades and grade-point averages) as well as longer term outcomes such as retention; (4) noncognitive factors such as the ability of staff to assess students' initial reactions to academic difficulties and their readiness to make changes; (5) cognitive factors; successful programs also provide course content while helping to improve student learning styles. Examples from current programs at Drexel University (Pennsylvania), Luther College (Iowa); University of Wisconsin-Eau Claire; and Southwest Texas State University illustrate key points in the monograph. (Contains 20 references.) (MAB)

ED 420 268 HE 031 324

Hauptman, Arthur M.; Krop, Cathy S.
Federal Student Aid and Tuition Growth: Examining the

legislative requirements of the demonstration program; identifies other initiatives aimed at training military personnel in trauma care; and notes key issues that DOD should address if it expands the program. The report notes that because of the program's late start, it is too soon to assess its effectiveness; the report also notes that DOD has missed the April 1996 expected milestone. Several other initiatives, not limited to the training of general surgeons, were identified as potentially useful in assessing the feasibility of training military personnel in civilian trauma centers. Specific issues for DOD to address include physician licensure requirements, whether civilian trauma centers have the capacity to train large numbers of military personnel, whether military trainees can obtain sufficient experience if they have to compete for training opportunities with the centers' own personnel; and the need to balance wartime medical training with the substantial needs of the DOD's peacetime health care system. Comments of the DOD on this report are summarized. Appendices include a comparison of battlefield diagnoses and peacetime health care. (DB)

ED 420 287 HE 031 344

Craemer, Helmien, Ed.; Verster, Annetjie, Ed.; du Toit, Renette, Ed.; Davids, Derek, Ed.
Student's Guide to Higher Education in South Africa: With Occupations, Study Opportunities, Bursaries, 1998. Third Edition.
PUB DATE- 98
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Choice; Career Education; *College Applicants; College Bound Students; *College Choice; Foreign Countries; Higher Education; Technical Education; Technical Institutes
IDENTIFIERS- *South Africa

This guide for students contains information on the more than 2,200 programs offered at institutions of higher education in South Africa, as well as on the approximately 1,200 bursaries that provide student financial aid. The first section urges students to adopt a long-range life planning approach to choosing a career and college. The next section presents brief descriptions, organized by field of interest, of typical occupations that require higher education. The following section provides course information by field of study, including university name, course name and degree, duration, and entry requirements. The following two sections present the same information for technikons, training institutions providing career-oriented education, and private colleges, respectively. Also provided is a list of technical colleges, with each college's courses and requirements listed. The section on bursaries distinguishes between scholarships (student aid based on academic merit) and bursaries (student aid based on both merit and need). Information on bursaries, loans, and other forms of financial aid are arranged in alphabetical order. Indexes to the bursaries are by field of study and institution. A final section provides addresses and phone numbers of the institutions listed in the directory. (DB)

ED 420 288 HE 031 345

Thot, Iris Dolores

Fulton, David
E-rate: A Resource Guide for Educators. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; *Federal Programs; *Information Services; Information Sources; *Internet; *Telecommunications
IDENTIFIERS- *Connectivity; *E Rate; ERIC Digests; Federal Communications Commission; Web Sites

On May 7, 1997, the Federal Communications Commission (FCC) adopted a Universal Service Order outlining a plan to guarantee that all eligible schools, libraries, and rural health care providers have affordable connections to the Internet. By making $2.5 billion available annually, this program will provide discounts (commonly known as the E-rate) to eligible organizations on certain telecommunications services. This ERIC Digest lists resources containing background information, instructions, application forms, help lines and other useful information (resources and addresses are subject to change) related to the E-rate. Resources are listed under the following headings: Web Sites; FCC Sites; Department of Education Sites; Other E-Rate Sites; and Listserv Discussion Groups. (Author/AEF)

ED 420 308 IR 019 150

Inoue, Yukiko
University Teachers' Perceived Usefulness of Computer-Assisted Instruction.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Computer Assisted Instruction; *Computer Attitudes; Computer Uses in Education; Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Singapore

Human resources and information technologies are two of the most important cornerstones in the government's development policy in Singapore. This study investigated the process by which university teachers arrived at the positive perception of computer-assisted instruction (CAI). The CAI survey was distributed to 118 randomly selected (education and business) teachers at one of two leading universities in Singapore; 63 teachers (53%) responded. This study revealed that the knowledge of CAI was a dominant factor influencing the perceived usefulness of CAI after all: the higher the CAI knowledge level is, the higher the positive perception of CAI will be. This finding may be an indication of the Singapore's favorable climate for instructional technology use for school and university teachers, yet the world's educational communities should take note of it. (Author)

ED 420 309 IR 019 151

faculty. It is predicted that more adults will return to college to improve their employment skills, and the numbers of new college enrollments from high school graduates will increase dramatically. Recent demographics also have determined that over the next ten years, high turnover rate and governmental support in higher education will provide many teaching opportunities, but most of these will be adjunct positions, with fields such as science, math, and computers in greater demand than English and history. This narrow window of opportunity will be open for those who wish to teach at community colleges during the next decade, but afterward, positions will be fewer. (YKH)

ED 420 330 JC 980 274

Mellander, Gustavo A.; Mellander, Nelly
Community Colleges: Quo Vadis?
PUB DATE- 98
NOTE- 7p.; Paper presented at the Challenges Ahead in Higher Education Conference at the Inter-American University (San Juan, PR, January 5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Faculty; *Community Colleges; *Educational Administration; *Educational Attitudes; Educational Change; Educational Development; Educational Improvement; *Faculty College Relationship; *Faculty Development; Faculty Integration; Two Year Colleges

This paper addresses problems in community colleges and provides suggestions for rectifying them. High dropout rates, low funds, general lethargy and discouragement, and faculty burnout pose great challenges to colleges in this nation. Possible suggestions to remedy the situation include: involving faculty more in change-oriented activities; encouraging faculty to develop greater linkages with community resources; updating and enhancing the teaching environment; changing the academic calendar to provide more flexibility and opportunities for faculty; providing incentives to faculty to reward effective teaching; professionalizing teaching in the eyes of the public; and providing more opportunities for employee-assistance type programs for teachers. Perhaps the most important step is to accept the faculty as full partners and colleagues and listen to valuable suggestions they may offer. Adopting these simple suggestions may help chart a path in the direction of real education reform. (YKH)

ED 420 331 JC 980 277

Quinley, John W.; Cantrell, Jo Ellen
Spartanburg Technical College 1998 Citizen Survey.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Choice; *Community Attitudes; *Educational Quality; *Institutional Evaluation; Public Opinion; *School Community Relationship; Student Attitudes; Technical Institutes; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Spartanburg Technical College SC

This 1998 Citizen Survey for Spartanburg Technical College (STC) in South Carolina, identifies the education and training needs concerning teachers' comments on student papers. It asserts that positive comments are usually more helpful than negative ones, teachers should play different roles when responding to papers (such as average reader, coach, or editor), comments should be written in the first person and entail a range of responses, comments should display respect for the writer, and papers should be read through once before comments are made. Cover sheets--identical forms measuring the same criteria--can be used to maintain consistency, and "boilerplating"--predrafted comments accessible by computer-- can ensure efficiency. The document provides categories of response: global, specific formal, and mechanical elements. An annotated bibliography is also offered, followed by sample boilerplate responses and how to implement them on computer. Sample cover letters are included. The document concludes with a discussion on how personality preferences affect responses to student writing. (YKH)

ED 420 350 JC 980 298

Alexander, S. Leslie; Ross, Jeffrey D.
Educational Think Tank for Northern Pinal County: A Unique Community-Wide Approach to Academic Needs Assessment and Program Planning. A Report to the Central Arizona College Governing Board April 1998.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Needs; *Educational Research; *Group Discussion; *Needs Assessment; Problem Solving; Public Opinion; Public Relations; Public Support; School Community Relationship; Two Year Colleges

The Educational Think Tank for Northern Pinal County was established in order to discover the educational needs of the people in the community, improve links between educational entities, and improve the public perception of educational systems in Pinal County at all levels. The group's role was to create ideas for others to execute, which was achieved in five meetings. At the first meeting, the group got acquainted, perfected membership, and established rules and formats. Meeting 2 included writing a mission statement, reporting on relevant information gathered, and brainstorming about perceived needs and ideas. Meeting 3 included focusing ideas and drafting a set of recommendations. The fourth meeting involved perfecting and disseminating recommendations. At the final meeting, the group reported the impact of recommendations presented, conducted evaluations, and decided the fate of the group. (YKH)

ED 420 351 JC 980 300

Michigan Community Colleges Activities Classification Structure (ACS). 1996-97 Data Book.
PUB DATE- 98
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Correctional Institutions; *Educational Finance; Enrollment Rate; *Enrollment Trends; Expenditures; Financial Support; Fringe Benefits; Income;

Family; Educational Quality; Employed Parents; School Age Day Care; *Service Learning
IDENTIFIERS- Program Characteristics

Out-of-school time (OST) programs are being developed to provide safe places and constructive after school activities for children and youth from families in which a single parent or both parents work and neither parent would be home after school. This manual is intended to help program directors, child care providers, service members, school administrators, and leaders of community-based organizations to effectively integrate service in the development and implementation of OST programs. The manual discusses quality OST programs, highlights effective practices, discusses service and service-learning activities for children and youth in OST, and lists resources and contacts. Discussions among practitioners and researchers in the emerging fields of service and OST have developed a body of knowledge about what makes a high quality program, and some of these efforts to define quality standards are summarized. Existing service programs are presented as examples of effective practices that incorporate service and out-of-school time activities. (JPB)

ED 420 371 PS 026 409

The North Carolina Guide for the Early Years.
PUB DATE- 97
NOTE- 400p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Classroom Design; Developmental Stages; Inclusive Schools; Intellectual Disciplines; *Kindergarten; Learning Centers (Classroom); Models; Preschool Curriculum; Preschool Education; *Preschool Teachers; Scheduling; Special Needs Students; State Curriculum Guides; State Standards; Student Evaluation; Teacher Role; Teacher Student Relationship; Transitional Programs
IDENTIFIERS- Daily Routines; *North Carolina

Preschool and kindergarten teachers have the responsibility of supporting children as they learn and develop. This guide is designed to help North Carolina preschool and kindergarten teachers and administrators establish and maintain high quality programs, frame the broad issues regarding early childhood curriculum and instruction, describe major curricular and instructional approaches, and provide a framework for local program planners. Information is based on position papers developed by early childhood educators and reviewed for alignment with North Carolina State Board of Education policies. Chapter 1 of the guide, "How Do I Get To Know the Children in My Class?" presents information on child development, learning, and strategies for building partnerships with parents/caregivers and learning about the community and individual children. Chapter 2, "What Do I Teach?" examines expectations for cognitive development, curriculum guidelines and models, guidelines for appropriate content, and conceptual organizers. Chapter 3, "How Do I Teach?" considers the physical and interpersonal environment, scheduling, and developmental stages. Chapter 4, "How Do I Assess the Children's Progress?" addresses conditions for effective assessment; suggests techniques for observing, documenting, recording, and organizing information; and makes suggestions for drawing action on primary and secondary equipment; handling, storage, packaging , and delivery of plastics materials; quality assurance; safety; tools and equipment; and general knowledge); (6) sample questions; (7) a reference list composed of 24 primary reference materials and 17 secondary reference materials; (8) a list of Sylvan Technology Testing Centers where the certification tests can be taken; and (9) tips on completing the application. An application to take the certification test and a step-by-step process for getting certified are included in the handbook. (KC)

ED 419 904 CE 076 469

From Welfare to Work: The Transition of an Illiterate Population.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Educational Needs; *Employment Opportunities; Entry Workers; *Illiteracy; *Job Skills; Literacy Education; *Minimum Wage; Minimum Wage Legislation; *Welfare Recipients; Work Experience
IDENTIFIERS- Welfare Reform

With welfare reform now a reality, policy makers and employers must grapple with the employment impediments that keep much of the welfare population out of the work force. The foremost problem is illiteracy. One-third of welfare recipients are functionally illiterate; another third possesses only marginally better reading skills, still unable to perform many basic job-related tasks. Entry-level jobs represent their only employment opportunities. Lacking formal education and real work experience, they cannot expect middle management jobs or salaries based on need rather than qualifications. With welfare reform, many are proposing higher mandated wages or so-called "living wages" of up to $9 per hour or more. These proposals ignore the basic tenet of the employment process: employees are hired based on their skills, not their needs. Despite overwhelming evidence of the effects of literacy and work experience on wages and massive spending on primary, secondary, and remedial education, literacy rates continue to decline. The contradiction between the ideals of welfare reform and the realities of high minimum wages should force policymakers to address certain questions: what will be the long-term effects of mandating wages that illiterate people will never command. How can welfare recipients find work if wages that equate to their skill levels are outlawed? And how can untrained and illiterate individuals gain on-the-job experience if they are priced out of the entry-level job market? (Appendixes include definitions and 42 endnotes.) (YLB)

ED 419 905 CE 076 470

Correcting Part-Time Misconceptions. Policy Watch.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adult Education; Career Choice; *Employment Patterns; *Family Income; Females; Older Adults; *Part Time Employment; Racial Differences; Salary Wage Differentials; Working Hours

mastering the information in each lesson. Each unit has a written evaluation, skill sheets that provide a record of mastery of the steps of procedures for each skill, a unit checklist for keeping track of activity sheets, skill sheets, and written unit evaluations. In addition, the manual contains a bibliography listing 23 references and a glossary of 251 terms. (KC)

ED 419 923 CE 076 530

Nevils, Aaron
Biotechnology: Applications in Agriculture. Instructor Guide and Student Reference.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 265p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Agronomy; *Animal Husbandry; *Biotechnology; *Genetic Engineering; Instructional Materials; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides; Technological Advancement
IDENTIFIERS- Missouri

This curriculum guide incorporates the needed components to aid agriculture teachers in the implementation of the Vocational Instructional Management System in biotechnology: applications in agriculture. The guide begins with a list of the competencies/objectives found in the six units; list of references and materials; list of materials and equipment required for activities; list of supply companies; teaching calendar; and competency profile. The curriculum contains six units, each consisting of one to five lessons. Components of each lesson may include the following: an introductory page with lesson title, competency/objective, study questions, and references; transparency masters and activity sheet(s); teaching procedures; motivational techniques; other activities; evaluations; answers to evaluations and activity sheets; references and teaching aids; and materials and equipment. Unit topics include the following: introduction to biotechnology; issues in biotechnology; basic laboratory skills; foundations of genetic engineering; animal technologies; and plant technologies. The student reference contains informational readings for each lesson and a glossary. (YLB)

ED 419 924 CE 076 531

Roff, Lori; Stringer, Lola
Food Science. Content Modules for Food Science Featuring Problem-Solving Activities in Family and Consumer Sciences.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Disabilities; Educational Environment; Elementary Secondary Education; Equal Education; Ethnic Groups; *Inclusive Schools; Inservice Teacher Education; *Leadership Training; Racial Integration; Racial Relations; Self Evaluation (Groups); Sex Fairness; *Staff Development; *Statewide Planning; *Technical Institutes; Two Year Colleges; *Vocational Education; Vocational Education Teachers; Workshops
IDENTIFIERS- *Wisconsin Technical College System

This document reports the outcomes of a project that was conducted for the following purposes: provide statewide equity staff development workshops for Wisconsin technical college staff, school-to-work personnel, K-12 teachers, and persons who work in state agencies and community-based organizations; establish a task force and facilitate development of 5-10 equity learning projects; and organize and facilitate a vocational equity learning project training workshop. Appendixes constituting more than 90% of this document contain the following: materials from and about the equity staff development workshops (the fall and spring meeting agendas and membership list of the Wisconsin vocational equity leadership cadre and the Visions workshop meeting announcement, brochure, agenda, participants' list, and evaluation form); evaluation model for equity and diversity (equity and diversity self-study evaluation report; guidelines for evaluating an educational climate to ensure the equitable treatment of all individuals regardless of their gender, ethnic group, race, and/or disability; suggested documentation to be available for a review team; and definitions); and Wisconsin Technical College System "Creating an Inclusive Educational Environment" curriculum. (MN)

ED 419 942 CE 076 582

Integration of Work and Learning. Proceedings of the Workshop on Curriculum Innovation (2nd, Bled, Slovenia, September 1997).
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Curriculum Development; *Education Work Relationship; *Experiential Learning; Foreign Countries; Job Training; *Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; Work Experience; *Work Experience Programs
IDENTIFIERS- France; Germany; Hungary; *Slovenia

This proceedings consists of 13 papers and 3 working group presentations from a 3-day workshop on issues of work-linked learning relevant for curriculum development. "Welcome" (Slavko Gaber, Peter de Rooij) is followed by two introductory papers: "Integration of Work and Learning: A Challenge for Both Schools and Companies" (Bernhard Buck) and "Integration of Work and Learning: A Challenge for Education and Employment Systems in Transition Countries" (Peter Grootings). "Summary of the Workshop" provides summaries of each of the papers that follow. The proceedings are divided into five parts. Part I, The Slovenia Day, consists of one paper, "Integration of Education and Work in Slovenia--From the Viewpoint of Theory and Practice" (Zdenko Medves, Janko Mursak), and a general discussion in the presence of the Slovenian Minister of Education, Vice Minister of Labor, and special guests from Slovenian institutions. Part II, How To Bring the Educational

Athanasou, James A.
Repeated Judgements of Interest in Vocational Education: A Lens Model Analysis. Occasional Paper Number 6.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Case Studies; *Decision Making; *Educational Attitudes; Foreign Countries; Influences; Interest Research; Postsecondary Education; Pretests Posttests; Regression (Statistics); *Student Attitudes; *Student Interests; Technical Institutes; *Vocational Education
IDENTIFIERS- Lens Model Analysis; *TAFE (Australia)

The topic of repeated judgments of interest in vocational education was examined in a study in which 10 female full-time technical and further education (TAFE) students (aged 15-60 years) were handed 120 randomly selected real profiles of TAFE students who had completed subject interest surveys in a previous study. The 10 TAFE students judged how interested they would be in studying subjects described by the profile writers. After the students had made a total of 120 judgments, they were retested. The students' responses were analyzed in terms of a lens model in which judgment is considered a function of task properties, cognitive control, and knowledge. The question of whether cognitive feedforward alters students' perceptions was examined by considering students' responses to seven cues: quality of teaching, importance of the subject, ability, difficulty of the subject, whether the course was liked, study time, and homework time. No significant differences in the levels of lens model indices from pre- to post-information judgments were found. It was concluded that students overcompensated in their efforts to maximize judgment accuracy and that they were unable to make full use of the entire range of cues. (13 references) (MN)

ED 419 960   CE 076 644

Athanasou, James A.; Hoskiug, Karin
Using a Career Interest Card Sort for Vocational Assessment and Counselling. Occasional Paper Number 7.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; *Career Choice; *Career Counseling; Case Studies; Foreign Countries; *Interest Inventories; *Vocational Evaluation; *Vocational Interests; *Vocational Rehabilitation
IDENTIFIERS- *Australia; *Card Sort

The Career Interest Card Sort is a vocational exploration procedure that was developed for use with adults in employment counseling, vocational guidance, and rehabilitation contexts. The card sort contains seven cards that clients are asked to rank in order of preference. The cards list seven work interests: outdoor, practical, scientific, creative, business, office, and people contact. The vocational interests are described on the reverse side of each card. The card sort is based on three principles: the simplest and most direct assessment approach is best; assessment of vocational interests show the pattern of a person's likes and dislikes and the individual ranking of preferences; and people should be compared to themselves just as much as they should be

CVT is examined in the European Union countries and partner states. The issue of the "European recognition" for the partner states is regarded in terms of the expansion and management of QA mechanisms. The examination of the main trends in policy measures to ensure QA in CVT presents major survey results: actors include the social partners whose role should expand and the main approaches to QA are policies focused either on the institutional process or mixing that approach with elements of the outcome-based one. All QA approaches are characterized and national policy measures to improve QA are examined. The emergence of new approaches to QA are discussed. Challenges for the future are summarized in the following categories: links between occupational and training standards; link between certification of initial VET and certification of CVT; QA for initial VET and CVT, which also involves the need to better define the European aspects of QA; and new roles and responsibilities of the public and private actors. The final section is devoted to the potential role for the European Training Foundation. Appendixes contain the questionnaire, country specific information, and a glossary. Contains 37 references. (YLB)

ED 419 978   CE 076 683

Schmidt, Hermann W.
The Evaluation/Progress Review of VET-Standards. Subgroup C. Expert Report.
PUB DATE- 98
NOTE- 34p.; For the 1998 reports of ETF Advisory Forum Subgroups A-D, see CE 076 681-684.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Development; *Evaluation Methods; Foreign Countries; *Job Training; Labor Needs; Models; Needs Assessment; Postsecondary Education; Program Development; Program Implementation; Secondary Education; *Standards; *Vocational Education
IDENTIFIERS- European Union; Germany; Macedonia; Russia; Ukraine

The European Training Foundation's Advisory Forum established four working groups, one of which was to conduct activities relating to new National Vocational Education and Training (VET) Standards. The 1995 working session accepted definitions of VET Standards and described three models. The 1996 working session decided on a checklist of steps to develop a standard. The 1997 working session worked out strategies for implementation of standards. The objective for 1998 was to develop an empirical evaluation/progress review of pilot projects for VET Standards. A questionnaire was circulated among members of the subgroup to evaluate the procedure of standard development and implementation in member and partner countries. It followed results of the group's work starting with models of standards, development steps, and implementation procedure. Sixteen partner and European Union Member States responded. Findings indicated the following: school-based VET systems were most prevalent; they combined classroom teaching with demonstrations and performance of work tasks in workshops and laboratories; the traditional VET Standard model was the occupation model; the ministry of education took the initiative for VET Standard setting in two-thirds of the states; and all countries referred to the five categories of VET Standards the group defined. Current activities in the Russian Federation, Ukraine, Macedonia, and Germany were examined. Ways to measure labor market needs were identified. (YLB)

Richardson, Rita Coombs
Social Skills Instruction for Culturally Diverse Adolescents with Behavioral Deficits.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Super Conference on Special Education (18th, Baton Rouge, LA, March 30-April 2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Development; *Cross Cultural Training; *Cultural Pluralism; *Cultural Relevance; *Interpersonal Competence; Social Behavior; Teaching Methods
IDENTIFIERS- Louisiana

Strategies for teaching social skills to students from diverse cultural groups are described. Teaching social skills accepted by the majority culture empowers students to function successfully in inclusive society. It is a proactive approach to managing behavior for culturally diverse adolescents with behavior deficits. To teach these skills effectively teachers must put aside stereotypes, target the social skills needing development, and identify successful methodologies. The following cultural groups are specifically considered: African American, Asian American, Hispanic American, and Native American. For each group, a review of the issues, including the scope and nature of the need in Louisiana, and certain strategies found to be effective with that group are presented. The strategies most frequently suggested are: direct instruction, cooperative learning, integrated thematic instructions, bibliotherapy, and strategies from applied behavioral analysis. In addition, procedures from humanistic and ecological approaches are presented. Many of the suggested strategies are suitable for students from all cultures and ethnic backgrounds when teachers individualize these strategies to meet the individual needs of each student. Contains 23 references. (Author/EMK)

ED 419 998 CG 028 454

Kelley, Barbara Tatem; Loeber, Rolf; Keenan, Kate; DeLamatre, Mary
Developmental Pathways in Boys' Disruptive Delinquent Behavior.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attention Deficit Disorders; Behavior Development; *Behavior Problems; *Delinquency; Demography; Developmental Stages; Early Intervention; Failure; *Males; Semantics

Boys may follow various developmental pathways that lead to increasingly disruptive and delinquent behavior. To most parents, teachers, youth workers, mental health professionals, and juvenile justice practitioners, the development of disruptive and delinquent behavior in boys may appear erratic and unpredictable. This bulletin summarizes longitudinal research from the Pittsburgh Youth Study, a principal component of the Office of Juvenile Justice and Delinquency Prevention's Program of Research on the Causes and Correlates of Delinquency, which documented three developmental pathways that boys follow as they progress to more serious problem behaviors. Each pathway represents conceptually similar behaviors that unfold over time, which include: conflict with authority (defiance and running away), covert actions (lying and

A comparative study of parent-child interaction and its relation to children's intellectual achievement is presented in examining the question of cultural continuities in cognitive development. Problem-solving behavior of fifth graders with their mothers from urban settings in Peru and the United States (N=64) was videotaped. In contrast to studies where literacy is treated as a context variable, in this study literacy is controlled, defining parent-child interactions centered around a concept formation task. "Cultural continuity" between two western cultures is studied; critical problems in research linking family socialization to individual development are identified. Conceptual issues in cross-cultural research are addressed. The cross-national design also serves to illustrate some of the problems encountered when such relationships are studied across social contexts in general. The results suggest that while interaction characteristics are related to children's intellectual achievement, that relation is moderated by context factors that may operate differently in each culture. The findings are discussed in terms of how literacy mediates parents' teaching styles in ways that are culture sensitive. Research issues and recommendations for future research in this area are addressed. (Contains 3 tables and 69 references.) (EMK)

ED 420 019 CG 028 511

Education and Learning in the Information Age: Challenges and Opportunities. Offered in Recognition of the Thirtieth Anniversary of the Educational Resources Information Center (ERIC) and the ERIC Counseling & Student Services Clearinghouse.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 108p.; Selected papers presented at the "Education and Learning in the Information Age" Conference (Greensboro, NC, October 16-17, 1991).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Educational Research; *Educational Resources; Information Literacy; *Information Skills; *Interdisciplinary Approach; *Internet; Technology Transfer
IDENTIFIERS- *Information Age

A triad of educational information specialists--counselors, librarians, and educational media personnel--play a pivotal role in the acquisition, evaluation, and use of information by students across the educational spectrum. In order to explore how these specialists use information, how collaboration can draw disparate specialization areas together, and how networking between educators and the university can be promoted, the ERIC Counseling and Student Services Clearinghouse hosted a conference at the University of North Carolina at Greensboro. The "Education and Learning in the Information Age" Conference covered the following topics: (1) "Starting an Educational Process We Can't Finish" (B. Dessy); (2) "Responses to Blane Dessy's Keynote Address Setting the Context for Learning in the Information Age" (K. Wright); (3) "Media and Counseling Professionals Use of Technology" (S. T. Gladding); (4) "Running as Fast as We Can Just To Keep from Falling Too Far Behind" (R. Purdom); "Reactions by an Experienced Educator of Librarians" (M. Miller); (5)

lesson plans, the more students will have the benefit of the reinforcement provided by the software. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis and several variations. (RS)

ED 420 041 CS 013 208

Aud, J. B.
Stickybear's Reading Room. School Version with Lesson Plans (K-3rd Grade). CD-ROM .
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Assisted Instruction; Decision Making; Kinesthetic Methods; Lesson Plans; Listening Skills; Primary Education; Reading Improvement; *Reading Instruction; *Reading Skills; Teaching Guides; *Word Study Skills

This software product uses word and picture association, matching, fill in the blank, and sentence construction that focus on making the user (K-3 students) a competent whole sentence reader in English or Spanish. The accompanying printed lesson plans are designed to complement the reading skills with other methods and areas of emphasis including kinesthetic learning, listening skills, decision making skills, syntactic understanding, word analysis, dictionary skills, and other vital tools for educational development. Most of the 15 lesson plans may be completed in a single day, but all will benefit from a longer period of development. Some of the lessons may be expanded to cover several weeks as students become more skilled in a particular area of study. The lessons are written on the assumption that the teacher may have access to only a single computer, but the more computers involved in the use of the lesson plans, the more students will have the benefit of the reinforcement provided by the software. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis and several variations. (RS)

ED 420 042 CS 013 209

Highsmith, Joni Bitman
Stickybear Spelling. School Version with Lesson Plans. CD-ROM .
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Elementary Education; Lesson Plans; *Spelling; *Spelling Instruction; Teaching Guides
IDENTIFIERS- *Spelling Growth

This software product is designed to teach spelling. The software may be used without the printed text, but educators will appreciate the added dimension and greater convenience that the lesson plans provide. Along with the 12 lesson plans are

Language Arts Remediation at Chauncey Rose Middle School, Vigo County School Corporation.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Educational Research; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Language Arts; *Mathematics; Middle Schools; *Program Evaluation; *Remedial Instruction; *Remedial Programs; Student Improvement; Tutoring
IDENTIFIERS- *Indiana Statewide Testing for Educ Progress; Indiana (Terre Haute); Pullout Programs; Vigo County School Corporation IN

A study examined the effects of a remediation program initiated at Chauncey Rose Middle School, Terre Haute, Indiana, during the 1996-97 school year. After the ISTEP test was administered to the sixth-grade class, a pull-out program for remediation was started the following year using grant monies. Subjects were 14 sixth graders, selected because of low scores. The students in the remediation program received extra tutoring in language arts and math essential skills. Students in the remediation program were then given a local test in seventh grade. Results of the local test indicated that the remediation in language arts revealed little change in means. (Contains a table of data and seven references; appended is a graph of results.) (Author/CR)

ED 420 062 CS 216 351

Beaver, Melanie
The Effects of a Language Arts Block on Student Achievement.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Educational Research; Elementary Education; *Instructional Improvement; *Language Arts; *Reading Achievement; *Scheduling; Scores; Statistical Analysis; *Student Improvement
IDENTIFIERS- *Indiana Statewide Testing for Educ Progress; Vigo County School Corporation IN

A study examined the effects of scheduling a language arts block at West Vigo Middle School (Indiana) in the 1993-94 school year in an attempt to show that ISTEP (Indiana Statewide Testing for Educational Progress) language arts and reading NCE (Normal Curve Equivalent) scores for eighth graders would increase. ISTEP scores for 1993 (before the block design was implemented) and scores for 1995 (after the block design was implemented) were found and compared using a computer program which calculated the mean and significance of the scores. Compared were 130 scores from 1993 and 126 scores from 1995. Results indicated that significant gains were noted in language arts NCE scores and also in reading NCE scores. (Contains a graph, two tables of data, and seven references; appended are six pages of ISTEP score information.) (Author/CR)

ED 420 063 CS 216 352

Elementary Core Curriculum Standards, Levels K-6, Reading/Language Arts. Revised.
PUB DATE- 96

Gutenko, Gregory
When an AVID Makes You Rabid: Restructuring Media Production Curricula in Response to the Nature of Nonlinear Video Editing.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Media and Technology in Education (Vancouver, British Columbia, Canada, June 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Curriculum Development; *Editing; Higher Education; *Instructional Innovation; *Mass Media; *Production Techniques
IDENTIFIERS- *Nonlinear Models; Technology Integration; University of Missouri Kansas City; *Video Production

For a new course in media editing at the University of Missouri at Kansas City, a nonlinear, affordable AVID Media Suite Pro system was selected for the student video laboratory, a textbook was chosen, and an instructor was trained. However, there were difficulties concerning the acquisition, delivery, setup, and debugging of the editing hardware/software. Nonlinear editing compels a different way of preparing for the edit session and of working through distinct and dissimilar stages of editing. Illustrating these new methods and concepts within the course was done using the usual mix of lecture, text study, demonstration, and student productions. But unexpected changes had to be made to accommodate physical peculiarities inherent in this new type of media editing technology. Of particular concern were computer-related characteristics that proved to be more difficult to accommodate in an instructional rather than a commercial media environment. In all nonlinear situations, video and audio material must first be transferred onto computer disk drives before editing, and this takes place in real time--there is no quick on/off of video and audio materials or the editors using them, and keeping every student's media files always loaded quickly "eats up" available disk storage space. Short courses limited to eight students with content limited to nonlinear editing are now being tried. Once the technology and price solutions get to the point where nonlinear stations are as easy as tape stations, there can be a return to the holistic learning experiences that work well for students. (NKA)

ED 420 084 CS 509 844

Fried, Carrie B.
Using "12 Angry Men" as an Integrative Review of Social Psychology.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Classroom Techniques; *Films; Group Discussion; Higher Education; Instructional Effectiveness; Learning Strategies; *Social Psychology; Social Theories; Student Attitudes; *Student Reaction
IDENTIFIERS- *Film Viewing; *Twelve Angry Men

DESCRIPTORS- Educational Administration; Elementary Secondary Education; Leadership; *Leadership Qualities; *Parent Attitudes; Parent Participation; *Parent School Relationship; Principals; *School Administration; School Effectiveness

This study examined what parents viewed as necessary for creating effective school leaders. The research used focus groups in order to obtain qualitative information that could guide program development. The results confirm the notion that parents want to participate in the democratic revitalization of society through interaction with school leaders. Parents are interested in developing and supporting principals, with the ultimate aim of creating more vibrant and exciting schools for their children. Parent involvement is frequently cited as a necessary component to effective school reform, and parents are increasingly demanding a voice in the education process. It is suggested that schools benefit when parents are involved in decision making. Parents are the primary clientele of schools, are more likely to support school decisions when their voices are heard, and bring a different perspective to school leadership. Appended is the "Focus Group Interview Guide." (Contains four pages of references.) (RJM)

ED 420 104 EA 029 075

Guidelines for Developing the Local School Administrative Unit Safe School Plan: A Resource for Local Boards of Education.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; *Compliance (Legal); Elementary Secondary Education; *Guidelines; Program Implementation; Resource Materials; School Administration; *School Safety
IDENTIFIERS- North Carolina; Safe Schools Act (North Carolina 1997)

In 1997 the North Carolina legislature passed the Safe Schools law, which sets forth definite responsibilities for the State Board of Education, local boards of education, and individual schools. In response to this mandate, suggestions that should help local boards and local education agencies in developing their local plans and in providing guidance to individual schools are presented in this document. Since much of the law's language is prescriptive in its requirements, much of this document comes directly from the statute. Clarifying statements are provided and examples are given in an attempt to facilitate the work that has to occur at the local level. This document emphasized that local school leadership must promote each school's "Safe School Plan" in conjunction with and as a part of the school's overall comprehensive school improvement plan. Each local education agency must carefully assess and define its needs and determine what resources are required to bring the school system into compliance. This self-study process was developed to assist the local board oversees development of the administrative unit's safe school plans. Each plan must address all of the legislated components outlined in this document. Nine appendices contain the protocol for preparing safe school plans, suggest plan format, a form to request assistance from a safety intervention team and other materials. (RJM)

ED 420 105 EA 029 076

J.; Van Someren, D.
A Comprehensive Model of a Post-secondary Learning Disabilities Program: The Program for Advancement of Learning (PAL) at Curry College.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; College Students; Colleges; Course Descriptions; Higher Education; Internet; *Intervention; *Learning Disabilities; Learning Strategies; *Metacognition; Outreach Programs; Student Personnel Services; Study Skills
IDENTIFIERS- *Curry College MA

This report describes a program at Curry College (Massachusetts) to support college students with learning disabilities in developing metacognitive awareness and achieving academic success. The Program for Advancement of Learning (PAL) was established in 1970 and has been recognized as a national exemplary program. An overview describes the program's philosophy and mission statement as well as general data on students, facilities, and Curry College. A section on publications and resources includes the publication of a collection of personal accounts by teachers and students in the program, the PAL outreach program, and development of an Internet bulletin board for learning disabilities. The report then describes specific program components, including: Summer PAL, the Adult Center at PAL, the Educational Diagnostic Center at PAL, PAL for English Speakers of Other Languages, and the Learning Academy (a summer high school program). Appended are instructional materials such as syllabi and descriptions of PAL courses (Learning Process, Social Cognition); information about outreach facilities and events; data on student enrollment and persistence to graduation; faculty biographies; and descriptions of PAL publications and resources, such as an Internet bulletin board. (DB)

ED 420 125 EC 306 461

Sacks, Sharon Z.; Silberman, Rosanne K.
Educating Students Who Have Visual Impairments with Other Disabilities.
PUB DATE- 98
NOTE- 519p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Computer Assisted Instruction; *Curriculum Development; Early Intervention; Education Work Relationship; Educational Diagnosis; Educational Principles; Educational Strategies; Elementary Secondary Education; *Instructional Development; *Multiple Disabilities; Student Characteristics; Teaching Methods; Transitional Programs; *Visual Impairments
IDENTIFIERS- Access to Computers; *Alternative Assessment

The 15 papers in this book on teaching students who have visual impairments and other disabilities are grouped into three parts which examine first, characteristics of students with visual

Needs).
PUB DATE- 96
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Schools; *Delivery Systems; *Disabilities; *Elementary Education; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; Models; Program Development; Special Education; *Special Needs Students; Staff Development

This manual presents a model, currently implemented in Oakland, California, for designing and carrying out a program to provide special services to students with special needs within general education classrooms in Catholic elementary schools. It notes that no formalized support system currently exists within Catholic schools for students with special needs. The model outlined includes three components: (1) Diocesan wide organizational structure (the Special Needs Council); (2) staff development; and (3) local school site-based programs. Following an introduction, the first section explains the Diocesan-wide organizational structure, especially the functions of the Special Needs Council, the student study team process, and suggested levels of response at the local school site. The following section focuses on staff development as conducted in Oakland. This manual also includes handouts used at inservice training over a two-year period on such topics as: identification of students with special needs, classroom accommodations and modifications, attention deficit disorder, language acquisition, communicating with parents, understanding the public school referral process, and managing stressful changes. The final section focuses on the local school site-based program and explains the student study team model, responsibilities of the special needs coordinator, and the inservice training on cross-age tutoring. (DB)

ED 420 145 EC 306 489

Galvin, Jan C.; Scherer, Marcia J.
Evaluating, Selecting, and Using Appropriate Assistive Technology.
PUB DATE- 96
NOTE- 394p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Appropriate Technology; *Assistive Devices (for Disabled); Children; *Communication Aids (for Disabled); Computers; *Disabilities; Educational Legislation; Educational Policy; *Educational Technology; Electronic Mail; Employment; Evaluation Methods; Federal Legislation; Financial Support; Hearing Impairments; *Mobility Aids; Play; Recreation; Self Care Skills; Sensory Aids; Transportation; Visual Impairments; Work Environment
IDENTIFIERS- *Reasonable Accommodation (Disabilities)

This book addresses all aspects of assistive technology for individuals with disabilities, including policy, legislation, funding, evaluation, selection, and maintenance. Ten of the 15 chapters are written by individuals with disabilities and cover

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Design; *Facility Guidelines; Facility Improvement; Facility Requirements; *Standards
IDENTIFIERS- *Americans with Disabilities Act 1990

The Americans with Disabilities Act (ADA) 1990 includes a provision requiring that new construction and alterations to existing facilities comply with the ADA Standards for Accessible Design. This report explains 23 common accessibility errors or omissions that the Department of Justice has identified during the course of its enforcement efforts. Each error/omission addresses the specific point of failure, the probable result of the error, and the ADA requirement that has been violated. Also, the text includes references to figures found in the Standards for Accessible Design. Topics cover concerns such as parking specifications, stairs and doors, bathroom accessibility, drinking fountains, and lodging accommodations. (CMD)

ED 420 165 FL 024 441

NCBE CrossCurrents, 1996-1997.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrative Organization; *Bilingual Education; *Bilingual Education Programs; Change Strategies; Charter Schools; Computer Literacy; Educational Change; *Elementary Secondary Education; Enrollment Rate; Federal Aid; *Federal Programs; *Instructional Improvement; Language Minorities; Limited English Speaking; Program Descriptions; Program Evaluation; Public Agencies; Public Policy; Research Projects; Resource Allocation; Statewide Planning; Student Evaluation; Testing Programs
IDENTIFIERS- America Reads Challenge; Glendale Unified School District CA; Illinois; Office of Bilingual Educ Minority Lang Affairs

The four issues of the first volume of this National Clearinghouse for Bilingual Education newsletter include articles on these topics: organization and programs of the Department of Education's Office of Bilingual Education and Minority Languages Affairs; identifying school reform practices in linguistically diverse schools; state data on enrollment of limited-English-proficient (LEP) students in the nation's schools; evaluation of linguistically and culturally diverse students and the programs that serve them; education priorities for the transition to a new century; charter schools and the linguistically and culturally diverse student; the America Reads Challenge and issues for language minority students; the Glendale Unified School District (California) systemwide improvement project; achieving technological literacy in America's schools; and an Illinois program to assess English language learners. (MSE)

ED 420 166 FL 024 502

Mangan, Michael
Building Cross-Cultural Competence: A Handbook for Teachers.

Interviews; Language Proficiency; *Language Tests; Portfolios (Background Materials); *Program Administration; Program Design; Public Agencies; Recordkeeping; Scheduling; Second Language Instruction; *Second Language Programs; *Second Languages; Self Evaluation (Individuals); Simulation; *Student Evaluation; *Testing; Testing Programs
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section addresses assessment issues. An introductory chapter gives an overview of the guide and offers suggestions for identifying assessment needs for the language training program and for scheduling trainee assessment activities. The second chapter offers general information on planning assessment activities. The third chapter discusses forms of informal student assessment, including use of trainer logs, student self-assessment, simulations, individual conversations, community contact assignments, portfolios, and practice language proficiency interviews. The fourth chapter focuses on conducting the formal language proficiency interview, and answers frequently-asked questions about the test and tester training. (MSE)

ED 420 185 FL 025 285

Language Coordinators Resource Kit. Section Eight: Pre-Service Training.
PUB DATE- 98
NOTE- 108p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Techniques; Formative Evaluation; Grouping (Instructional Purposes); Independent Study; *Instructional Development; *Languages for Special Purposes; Lesson Plans; Multilingualism; Objectives; *Program Administration; Program Design; *Program Development; Public Agencies; Recordkeeping; School Community Relationship; Second Language Instruction; *Second Language Programs; *Second Languages; Student Attitudes; Student Evaluation
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section focuses on design and development of pre-service language training programs for the overseas post. An introductory chapter gives an overview of the guide's content and offers suggestions for identifying Pre-Service Training (PST) development needs for the post and for scheduling language coordinator tasks during PST. Subsequent chapters discuss: pre-PST planning and preparation, including a planning checklist and supply list; PST design and implementation, including establishment of goals, descriptions, and schedules, organizing lesson plans, integration of language training with other components and sectors, teaching multiple languages in a multilingual context, grouping trainees for instruction, encouraging independent language learning,

Language); Foreign Countries; *High Risk Students; Higher Education; Language Attitudes; *Learning Motivation; Learning Strategies; Second Language Instruction; Student Motivation
IDENTIFIERS- Mexico

A Mexican study investigated the relationship between foreign language learning motivation, anxiety, and learning strategies of beginning-level university English-as-a-Foreign-Language (EFL) students who are at risk of failing the EFL class only. Subjects were 68 students identified as having serious problems with listening comprehension and having previous academic problems in their English courses, and who subsequently attended 16 learning strategy training sessions. At the beginning and end of the course, they completed listening comprehension tests and questionnaires concerning their motivation to learn English, amount of communication anxiety they experienced in the classroom, and listening strategies they used. Pre- and post-treatment data were compared to those of a control group of proficient students. Results indicate that the motivation scores were similar before and after treatment and in the proficient group, although the treatment group did improve in attitude. Even though the at-risk learners' scores were consistently lower than those of the proficient students, the at-risk group made significant improvement in their scores between the pre- and post-listening comprehension test while the proficient EFL learners who had not attended the strategy sessions showed no significant differences. Contains 11 references. (MSE)

ED 420 206 FL 025 308

Berman, Jonathan; Nelson, Brian; Lambacher, Stephen
Recognition of Voiceless Fricatives by Japanese L2 Learners.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Discrimination; *Auditory Perception; College Students; *English (Second Language); Foreign Countries; Higher Education; *Phonology; Second Language Learning
IDENTIFIERS- *Fricatives; Japanese People; *Voicing

An auditory perception study investigated the ability of 104 Japanese university students, all learners of English as a second language, to distinguish between five English voiceless fricatives in nonsense syllables. Stimuli consisted of 75 tokens presented in consonant-vowel, vowel-consonant-vowel, and vowel-consonant syllables spoken within a varied-vowels environment and recorded by three native speakers of English. Response rates for each of the target sounds varied from 55 percent to 88 percent. Certain consonants posed greater difficulty than others, particularly in specific phonological environments. (MSE)

ED 420 207 FL 025 309

Sarangarm, Isara
Bilingual Program Evaluation Report on Academic Assessments, 1996-97.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (27th, Dallas, TX, February 24-28, 1998).
LANGUAGE- English

Cooperation (NAHEC) initiative from its launch in 1992 by educators and the governments of Canada, Mexico, and the United States through 1996, focusing on organizational, process, and actor preference "zones of influence" in international collaboration. Interviews were conducted with 13 participants who served on various committees or bodies involved in the NAHEC initiative. In regard to organization, the analysis focuses on organization type, size, and form, along with funding and political issues. In regard to process, the analysis focuses on leadership, structural equity, and decision making. Looking at the NAHEC initiative from an actor preference viewpoint, analysis centers on levels of interest, implementation, and individual orientations. Differences in all three areas among the Canadian, Mexican, and United States participants are discussed. Appendixes contain the names of NAHEC steering committee and trilateral task force members, as well as the names and affiliations of the study's participants. (Contains 18 references.) (MDM)

ED 420 228 HE 031 278

College Debt and the American Family.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Finance; Financial Support; Higher Education; Loan Repayment; National Surveys; Parent Attitudes; Parent Financial Contribution; *Paying for College; Questionnaires; Student Attitudes; Student Financial Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *National Postsecondary Student Aid Study

This report summarizes trend data on borrowing by students and parents to pay for college, and reports on a 1995 national survey of undergraduate students and their parents concerning student loan debt. Analysis of data from the National Postsecondary Student Aid Study found that there was an explosion in college borrowing in the 1990s; borrowing increased at a rate nearly three times that of college costs and four times that of personal incomes; college debt increased fastest for students at public colleges and universities. The survey indicated that students and families feel great anxiety about the burdens that student loans place on lifestyles, careers, and educational objectives; student loan debt is a very serious problem for a significant number of students and families; students and families have accepted borrowing to pay for college as a major aspect of their overall debt patterns; and the economic value of higher education remains a strong motivating factor for students and families. The report concludes that American families feel "locked in" to the American dream of a college education, which they see not as optional but as essential. The survey is included. (DB)

ED 420 229 HE 031 279

Now What? Life After College for Recent Graduates.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

Financial Report of Ontario Universities 1996-97. Volume II-Affiliated and Federated Colleges and Universities.
PUB DATE- 98
NOTE- 278p.; For related documents, see HE 031 297-299 and ED 404 953.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Related Colleges; Colleges; Data Analysis; Data Collection; *Educational Finance; Expenditures; Foreign Countries; *Higher Education; Income; Operating Expenses; Resource Allocation; School Accounting; School Funds; State Aid; Tables (Data); Universities
IDENTIFIERS- *Ontario

This annual report presents 1996-97 financial information on 22 church-related colleges, universities, and seminaries in Ontario, Canada, which are also affiliated with public universities. Fourteen tables present the data in summary form and include: (1) combined revenue and expense and changes in fund balances; (2) revenue and additions by source and type of fund; (3) percentage of operating revenue by source; (4) expenses by object and type of fund; (5) actual operating expenses by object and functional area; and (6) general funds changes in appropriated fund balances. Financial data are then provided for the following institutions: Huntington University, University of Sudbury, Thorneloe University, McMaster Divinity College, Universite Saint-Paul, Queen's Theological College, Knox College, Regis College, St. Augustine's Seminary, University of St. Michael's College, University of Trinity College, Victoria University, Wycliffe College, Conrad Grebel College, Renison College, University of St. Jerome's College, St. Paul's United College, Brescia College, Huron College, King's College & St. Peter's Seminary, Waterloo Lutheran Seminary, and Dominicain College. (DB)

ED 420 249   HE 031 299

Financial Report of Ontario Universities 1996-97. Supplementary Volume.
PUB DATE- 98
NOTE- 204p.; For related documents, see HE 031 297-298.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Contracts; Data Analysis; Data Collection; *Educational Finance; Expenditures; Foreign Countries; Grants; *Higher Education; Income; Operating Expenses; Resource Allocation; School Accounting; School Funds; Tables (Data); Universities
IDENTIFIERS- Gifts; *Ontario

This volume provides supplementary data to the annual report for 43 provincially assisted universities, colleges, and church-related institutions of higher education in Ontario, Canada. The information includes further details concerning various sources of revenue, including grants from the major funding agencies of the federal government, as well as donations and nongovernment grants and contracts received from corporations and businesses, foundations, individuals, associations, and societies. It also provides details concerning various objects of expense, including the cost to the universities of employee benefits paid out of operating funds, and miscellaneous expenses, such as travel costs, incurred. The major tables

Relationship.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Impact; *Educational Economics; Eligibility; *Federal Aid; *Financial Policy; Financial Support; Grants; Higher Education; Paying for College; *Student Financial Aid; Student Loan Programs; *Tuition

A debate has raged over the effect of federal student aid on tuition growth. Former Secretary of Education, William Bennett claimed that colleges and universities explicitly take federal aid into account in setting tuition and other charges, thereby stimulating tuition increases that are higher than the rate of inflation. An alternative view is that increases in federal aid, particularly loans, is not the main cause of tuition growth. The proportion of total college attendance costs met through federal student loans has increased dramatically over the past two decades, growing from less than 10 percent in the public sector and 20 percent in the private sector in 1975 to nearly 50 percent in the public sector and close to 40 percent in the private sector in 1995. During the same period, aid provided by institutions' own resources grew from just over 5 percent to nearly 20 percent. The tremendous growth in federal loans has made it easier for institutions to raise tuition at twice the rate of inflation without experiencing decreases in enrollment; because of their smaller, relatively stable share, federal grants have had less impact on college pricing decisions. To moderate tuition increases without impinging on colleges' autonomy, the federal government could determine student eligibility for loan subsidies based on partial costs, create an annual limit on federal aid, or establish performance-based regulatory relief. (MAB)

ED 420 269 HE 031 325

Capital Project Recommendations for Higher Education, 1998-99.
PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Capital Outlay (for Fixed Assets); Community Colleges; Disabilities; Distance Education; *Educational Facilities Planning; Expenditures; Extension Education; Higher Education; Military Schools; Planning; Public Colleges; Resource Allocation; Special Schools; State Colleges; State Universities; *Statewide Planning
IDENTIFIERS- *New Mexico; *New Mexico Commission on Higher Education

This report presents recommendations of the New Mexico Commission on Higher Education for capital projects for fiscal year 1998-99 in New Mexico's public four-year and two-year postsecondary institutions, vocational-technical institutes, and constitutional special schools (for the deaf, the visually handicapped, and the New Mexico Military Institute). The recommendations were culled from 102 separate institutional requests totaling $292.5 million. The final recommendations totaling $74.2 million, for projects of "significant need," and an additional $57.4 million for six projects in the "needed" category. The first section of this report begins with an overview of the policy framework; it is followed by a summary

The "Congress-Bundestag Youth Exchange for Young Professionals": What Are the Effects on U.S. Students? An Executive Summary.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Influences; Foreign Countries; Higher Education; International Cooperation; *International Programs; *Participant Satisfaction; Student Attitudes; *Student Development; *Student Exchange Programs; Student Surveys; *Study Abroad
IDENTIFIERS- *Congress Bundestag Youth Exchange; *Germany

This study examined the effects of study abroad on college students participating in the Congress-Bundestag Youth Exchange, sponsored 60 percent by the German government and 40 percent by the U.S. government. The study's main context focused on the problem that American-sponsored programs (in which over 80 percent of study- abroad students participate) often have less exacting language requirements and fail to immerse students in the foreign culture. A 41-item survey was completed by 166 former participants in the Congress-Bundestag work-study program. Survey questions were organized into the following topics: program of participation, choosing a program, educational components, extracurricular and cocurricular experiences, financing, outcomes, demographics, and summation questions. Respondents were very positive about the generous funding provided, immersion in the German language and culture, travel opportunities, increased job skills, and meetings with dignitaries and host country residents. Respondents were least satisfied with program administration as reflected in undesirable placements, insufficient screening of prospective applicants, and not enough predeparture information. Results suggest that American programs should integrate students better with host country nationals, provide better funding for students, and provide work-study career development opportunities. The survey questionnaire and cover letter are appended. (DB)

ED 420 289 HE 031 361

Kaganoff, Tessa
Collaboration, Technology, and Outsourcing Initiatives in Higher Education: A Literature Review.
SPONS. AGENCY- Foundation for Independent Higher Education.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Cooperative Programs; Costs; Distance Education; Economic Impact; Educational Economics; Educational Finance; *Educational Technology; *Efficiency; *Financial Policy; Higher Education; Literature Reviews; Online Systems; Organizational Effectiveness; Resource Allocation
IDENTIFIERS- *Outsourcing

This report presents a sector-wide review of three types of cost-containment initiatives. The first, collaboration, allows for the sharing of resources, facilitates joint purchasing agreements, reduces duplication of services, and expands personal and professional contacts, but requires time to develop institutional relationships. The second, technology, introduces a range of equipment for automation, data

Inoue, Yukiko
The University Student's Preference for Learning by Computer-Assisted Instruction.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Computer Assisted Instruction; *Computer Attitudes; Computer Literacy; Conventional Instruction; Graduate Students; Higher Education; *Instructional Effectiveness; *Sex Differences; *Student Attitudes; Teaching Methods; Undergraduate Students

Today's technological development in multimedia, Internet, and CD-ROM provides opportunities to use computer-assisted instruction (CAI) for diverse applications. This study examined the following questions: (1) do significant differences exist in the preference for CAI between male and female students? (2) do significant differences exist in the preference for CAI between undergraduate and graduate students? and (3) does an interactive effect exist between student gender and academic status (undergraduate versus graduate)? Seventy-six students at a university in the mid-south of the United States were randomly selected to answer the survey questionnaire. Analyses of variance showed that academic status was the only one significant main effect at the .05 level. Graduate students favored CAI more than did undergraduate students, probably because most of them had jobs and needed to learn CAI use at a more convenient time and place. This result confirms the assumption that graduate students have more computer experiences. Since computer literacy increases as time passes, the chance of experimentation with CAI becomes greater. The association of academic status with the preference for CAI was found to be strongly positive. The option mix of CAI with good traditional lectures in higher education must be the key element to the success of any instruction in technologically sophisticated societies of today. (AEF)

ED 420 310 IR 057 055

Byron, Suzanne
Faculty Perceptions of Library Support for Teaching and Research: A Focus Group Study with Selected Faculty from the College of Arts and Sciences.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Access to Information; *College Faculty; Computer Networks; Higher Education; Information Services; Information Sources; Library Collections; *Library Role; *Library Services; Reference Materials; *Teacher Attitudes
IDENTIFIERS- Access to Technology; Electronic Resources; Technological Infrastructure; *University of North Texas

Two focus groups were held (fall 1996 semester) with selected faculty from the University of North Texas (UNT), College of Arts and Sciences to explore faculty perceptions of the Libraries' value to teaching and research and to learn more about what would allow faculty to make greater use of the UNT Libraries. The following major themes emerged from the focus groups: (1) access to electronic resources; (2) access to journals; and (3) libraries' role in assisting students. In addition to these themes, both of the focus groups held in of the service area, how STC can meet those needs, what changes need to be made in the college, and how it should promote its programs and services. Information was obtained through telephone surveys from a random sample of citizens. Results indicated that almost all of those surveyed were familiar with STC and its services, and all of those who had taken courses there responded that they were satisfied with STC and would recommend the college to others. Respondents had very positive perceptions of STC, with 99% agreeing that it provides effective, affordable, quality education that will allow graduates to get good jobs. However, the majority of those expressing opinions stated that STC is mostly a second-choice school, and one-third felt that it is a school for students with low grades. Slightly more than one-fifth of respondents expressed interest in taking courses at STC in the near future, with computer classes being most in demand. Only 9% of the respondents plan to take courses at other colleges. The most important aspects of STC included program/course offerings, convenient class times, good academic reputation, and low cost. (YKH)

ED 420 332 JC 980 278

Quinley, John W.; Cantrell, Jo Ellen
Spartanburg Technical College 1998 Work Force Development Survey.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; Employment Patterns; Focus Groups; Futures (of Society); *Job Skills; *Job Training; Professional Development; *Retraining; Surveys; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Spartanburg Technical College SC

The 1998 Work Force Development Study focuses on Spartanburg Technical College's (STC's) (South Carolina) role in preparing new workers and training/retraining the current workforce. Surveys were mailed to employers in business and industry--the response rate was 10%. In addition, a series of focus groups, including various business, industry, educational, and community leaders, discussed issues concerning their educational needs and how they can be met by STC. The study is separated into five sections, with focus group and employer comments included at the end of each. Results indicate there is high employee availability in the community, especially among low-skilled workers. There is an increased demand for technical or four-year college graduates. The top five technical jobs include secretarial/administrative assistant, engineer, accountant/bookkeeper, computer technician, and health services practitioner. The basic skills needed currently, and predicted by employers to be needed in the future, include reading, speaking/listening, writing, and mathematics. At least 20% of employers surveyed indicated that most employees need training in all workplace competencies, with the majority stating that they would utilize technical colleges to do so. Though only about 25% of employers were familiar with STC, about half agreed that it seemed a good place to study and earn a degree. (YKH)

ED 420 333 JC 980 279

Quinley, John W.; Cantrell, Jo Ellen
Spartanburg Technical College 1998 High School Survey.

Program Costs; Property Taxes; *Resource Allocation; School Personnel; State Federal Aid; Tables (Data); Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Michigan

Based on data submitted by Michigan's 28 community colleges for 1996-97, this report describes instruction, personnel revenues, and expenditures at the state's colleges and reviews the state funding formula. Section 1 provides historical data from 1986 to 1998 on state appropriations, property tax revenue, tuition and fee revenues, state equalized valuation, general fund revenues, at-risk student grants, and unduplicated student headcount. Section 2 provides data from 1994 to 1997 on instruction and enrollment, including fiscal-year equated students (FYES) (equaling 31 semester credit hours) by instructional sub-activity and element; credit hours in prisoner education; student contact hours compared with student credit hours by state and college; and unduplicated student headcounts. Section 3 provides information on full-time equated (FTE) personnel and ratios of FYES to FTE personnel, while section 4 focuses on general fund revenues, including data on revenue sources and taxable value per FYES and millage rates. Section 5 describes expenditures per FYES, costs per student contact hour, salary and fringe benefits, average compensation, physical plant expenditures, and energy costs per cubic foot. The final section presents Michigan's community college funding formula for 1998-99. The state Activities Classification Structure and definitions of terms are appended. (YKH)

ED 420 352 JC 980 301

Mid-Plains Community College Area Human Resources Development Plan.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Developmental Stages; Educational Administration; Evaluation Methods; Faculty Development; Financial Support; *Human Resources; *Labor Force Development; Management Development; Organizational Development; Organizational Effectiveness; Organizational Objectives; *Personnel Management; *Professional Development; Program Implementation; School Effectiveness; School Funds; Staff Development; Two Year Colleges
IDENTIFIERS- *Mid Plains Community College Area NE

This Human Resource Development Plan represents an effort to systematize human resources and personnel development at Mid-Plains Community College Area (MPCCA). The need for creating such a plan was specifically cited by North Central consultant evaluators, and a Human Resources Development (HRD) Steering Committee was established in spring 1994 to respond to the problem. The plan's introduction lists the members of the HRD Committee, and the following section provides its goals and a glossary of significant concepts. The staff development program's mission, to manage and develop the institution's human resources, is detailed. The plan identifies the HRD conceptual framework and provides worksheets to assess institutional effectiveness. The job description for the director of human resources is also included. Sources of funding and administration of the fund are discussed, as are criteria for HRD funding and categories of HRD activities. The committee developed a system to evaluate personnel and track appropriate conclusions from information, modifying instruction, and sharing information. A lengthy discussion of content areas connects the preschool program with existing North Carolina Standard Course of Study K-12. The guide's appendix includes forms, guidance for inclusion of children with various disabilities, relevant state guidelines and statutes, and an article (Patricia Miller) regarding issues in early childhood education. Each chapter contains references. (Author/KB)

ED 420 372 PS 026 479

Promoting Health Through Schools. Report of a WHO Expert Committee on Comprehensive School Health Education and Promotion. WHO Technical Report Series 870.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Change Agents; Change Strategies; *Child Health; *Children; *Comprehensive School Health Education; Elementary Secondary Education; Foreign Countries; Health Education; Health Needs; Health Programs; *Health Promotion; *School Health Services; School Role
IDENTIFIERS- School Based Health Clinics; World Health Organization

By acquiring health-related knowledge, values, skills, and practices, children can be empowered to pursue a healthy life and to work as change agents for community health. This report of the WHO Expert Committee on Comprehensive School Health Education and Promotion reviews the global state of school health; identifies opportunities for and barriers to strengthening school health programs at international, regional, district, and local levels; and makes recommendations to strengthen school health infrastructures and health promotion. Chapter 1 presents key themes of the report, such as what framework is needed to guide the process of health promotion, and what arguments can persuade policymakers of the benefits of investing in school health programs. Chapter 2, "Trends in School Health," identifies school health trends, discusses the school's role, and uses HIV/AIDS, nutrition and food safety, tobacco use, psychological problems, and malaria as examples of how change strategies can be used in a planning framework. Chapter 3, "Strengthening School Health Programmes at the International, National, and Local Levels," discusses barriers and change strategies common to all levels and unique to particular levels; presents examples of effective programs at national and local levels; and discusses implementation issues. Examples are presented of services related to health, water and sanitation, nutrition and food safety, psychological and social needs, health promotion for school personnel, health education, physical education, personnel training, and program coordination. Chapter 4, "Research on School Health Programmes," summarizes relevant research and identifies research priorities. Indicators are presented for planning and monitoring school health programs; and the relationship of health to school organization is discussed. Chapter 5 presents recommendations for effectively promoting health through schools and urges action to develop more fully the potential of future generations. Contains 138 references. (KB)

Part-time workers are those working fewer than 35 hours per week. Of the 113 million wage and salary workers in the labor force, only 17 percent are classified as part time. Four of five part-time workers choose to work part-time rather than full-time. The 3.8 million involuntary part-time workers constitute only 3.4 percent of the work force. Part-time employment is not on the rise. Most part-time workers are not responsible for supporting a family because they are members of families with two or more workers. Seven in 10 part-time workers have family incomes of more than twice the poverty level, and 1 in 3 have family incomes exceeding four times the poverty level. The racial and ethnic breakdown of the part-time work force closely resembles that of the entire labor force. Part-time work is concentrated within three demographic groups--teenagers, senior citizens, and females. More than one-third of all part-time workers are employed in the retail trade sector of the economy, where an uneven workflow creates "rush hours" when more employees are needed for short periods of time. One-third work in other service occupations where job structure necessitates hiring part-time workers. In many instances, part-time workers are not doing the same job as full-time workers, and, therefore wage-rate comparisons based on number of hours worked are meaningless. Seventy-four percent are covered by health insurance. The majority work for small businesses. (YLB)

ED 419 906 CE 076 479

Besner, Hilda F.; Spungin, Charlotte I.
Training for Professionals Who Work with Gays and Lesbians in Educational and Workplace Settings.
PUB DATE- 98
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Educators; Attitude Change; Case Studies; Corporate Education; Educational Environment; Educational Resources; Evaluation Methods; Higher Education; Homophobia; *Homosexuality; Industrial Training; *Inservice Teacher Education; Interpersonal Competence; Job Training; Learning Activities; Needs Assessment; *Professional Development; Self Actualization; Special Needs Students; Student Evaluation; *Teacher Student Relationship; *Trainers; Training Methods; Training Objectives; Work Environment; Workshops
IDENTIFIERS- *Train the Trainer

This manual is designed to provide a model for training college professors and instructors who are responsible for preparing educators and business professionals for occupations that place them in contact with young gays and lesbians. Eleven of the manual's 13 sections contain an extensive menu of practical activities, including structured icebreaker/energizer activities, in the following areas: personal expectations and interaction with other individuals and groups; self-assessment; origins of homosexuality; homophobia; methods of identifying and assisting youth in need; educational and workplace issues and programs to promote positive change; closeted gays and lesbians; preparation of gay and lesbian students for the workplace; students with gay or lesbian parents; individual action plans; and replication of the workshop training for colleagues in educational and workplace settings. Lesson plans consisting of the following are provided for each lesson: objective; list of materials needed; estimated time; directions for facilitators; questions for discussion; and key points for facilitators to elicit. Section 12 is a review of resources

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Foods Instruction; Instructional Materials; *Job Skills; Laboratory Experiments; Learning Activities; Lesson Plans; Occupational Home Economics; *Safety Education; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Missouri

The food science course developed in Missouri combines basic scientific and mathematics principles in a hands-on instructional format as a part of the family and consumer sciences education curriculum. Throughout the course, students conduct controlled experiments and use scientific laboratory techniques and information to explore the biological and chemical properties of food and its functions. The modules in this resource guide were developed to supplement instruction in the food science course. The guide contains nine modules that cover the following topics: (1) food science; (2) the scientific method; (3) organizations and resources; (4) food safety and sanitation; (5) HACCP (Hazard Analysis Critical Control Points); (6) Material Safety Data Sheets; (7) vitamins and minerals; (8) solutions; and (9) food additives. Each module contains some or all of the following components of a unit of instruction: overview, teacher background information, learning activities, laboratory experiments, "for teacher use" pages answers, questions and conclusions, assessments, and instructor sheets. (KC)

ED 419 925   CE 076 532

Hartwein, Jon; Dunham, John
Radiology Aide. Instructor Key and Student Manual.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; *Course Content; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; *Radiographers; *Radiologic Technologists; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Missouri

This manual can be used independently by students in secondary health occupations programs or by persons receiving on-the-job training in a radiology department. The manual includes an instructor's key that provides answers to the activity sheets and unit evaluations. The manual consists of the following five units: (1) orientation to radiology; (2) darkroom duties; (3) basic patient care; (4) radiographic room responsibilities; and (5) office procedures. Units are further divided into lessons, which contain lesson objectives, key terms, content information, illustrations, and activity sheets as appropriate for the content. Activity Sheets are designed to assist the learner in mastering the information in each lesson. Each unit has a written evaluation, skill sheets that provide a record of mastery of the steps of procedures for each skill, a unit checklist for keeping track of activity sheets, skill sheets, Institutions Nearer to Work?, contains three papers: "The Learning Potential of Work: The Challenge for Education in Hungary" (Andras Benedek); "The Learning Organisations: How To Bring Educational Institutions Closer to the Workplaces?" (Bernard Raynaud); and "The Integration of Work and Learning within a Network of Different VET Vocational Education and Training Locations (Schools, Training Centers, and Companies)" (Guenter Kutscha). Part III, How To Bring Learning into the Daily Work Procedures of Companies?, consists of three papers: "An Organisation of Work To Promote Experience-Based Learning" (Johannes Steinringer); "The Co-operation of Companies in the Framework of Training and Learning Partnerships" (Janja Meglic); and "What to Learn in Companies: How To Produce Goods or How to Satisfy Clients?" (Edwin G. Nelson). The three papers in Part IV, Didactic and Methodical Implications of the Integration of Work and Learning, are "Learning Skills or Problem-Solving: New Approaches in Curriculum Development" (Oriol Homs); "The Change from Instruction-Led to Experience-Led VET in Educational Institutions" (Gerhard Herz); and "Development of Teachers and Trainers for Integration of Work and Learning" (David Oldroyd). Part V, How To Implement the Concept of IWL Integrated Work and Learning ?, has three presentations: "Working Group I: How to Bring the Educational Institutions Nearer to Work?" (Angelca Ivancic et al.); "Working Group II: How To Bring Learning into the Daily Work Procedures of Companies"?" (Frantisek Bartak et al.); and "Working Group III: Didactic and Methodical Implications of the Integration of Work and Learning" (Gerhard Herz et al.). A discussion follows each paper. A participant list concludes the report. (YLB)

ED 419 943 CE 076 591

Ediger, Marlow
The Curriculum: Academic or Utilitarian?
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Career Awareness; *Career Development; *Career Education; Career Exploration; Career Planning; *Education Work Relationship; Elementary Secondary Education; Evaluation Methods; *Integrated Curriculum; *Vocational Education

This report presents a balanced approach to the two conventional philosophies of curriculum creation. It begins with a brief history of the debate between an academic curriculum versus a practical curriculum. Academic curriculum supporters emphasize that every pupil should experience a curriculum stressing subject matter learning and be well educated in the academics to qualify for a well-paying job. Advocates of a practical curriculum stress that all pupils need to experience what is useful and has application in society and have opportunities to apply and use what has scope and sequence of teaching content of both educational philosophies are presented. The paper suggests the following methods that will provide a balanced curriculum, where pupils experience a breadth of experiences with a vocational emphasis starting with kindergarten; elementary pupils will have opportunities to visit workplaces; middle school/junior high pupils experience units of study on careers; senior high students concentrate on particular careers; and graduates are guided in the school-to-work contrasted to others. The card sort's seven career interest areas correlate to Holland's six vocational types, and its validity was confirmed in a study of its administration by classroom teachers to 879 technical and further education (TAFE) students. Three case studies of the card sort's use in vocational assessment in a rehabilitation context confirmed its value as a coherent basis for exploring any further vocational or avocational areas. (15 references) (MN)

ED 419 961 CE 076 645

Bingman, Beth; Bell, Brenda
Teacher as Learner: A Sourcebook for Participatory Staff Development.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Inservice Teacher Education; *Professional Development; *Teacher Participation; Teaching Methods; Workshops

This issue of the journal, "Seeds of Innovation," focuses on the teacher as learner, on creating successful supportive learning environments for professional growth and development. It draws from experiences of Tennessee adult basic education (ABE) practitioners who participated in the 1993-94 Literacy Trainers Institutes and the 1994-95 Learner at the Center Institutes conducted by the Center for Literacy Studies, as well as from other work. The issue is organized into five chapters. Chapter 1 is an introduction to participatory staff development. Chapter 2 covers planning staff development, taking into account participants' needs, developing a vision, and clarifying theories and models of education and staff development. Chapter 3 describes the process of designing an event, putting together the agenda of what will happen, selecting activities, and taking care of logistics. Chapter 4 deals with facilitation skills and challenges; chapter 5 discusses evaluation. Three appendixes provide additional resources: (1) information about the Institutes and the long-range staff development plan; (2) more resources for activities; and (3) a list of 52 resources for participatory staff development. Personal reflections, insights, and learning activities are interspersed throughout the chapters. (KC)

ED 419 962 CE 076 649

Pine, Janet; Jackson, Sue; MacNeill, Kate
Women Shaping the Future. The Future of Work Discussion Kit.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Careers; Developed Nations; *Economic Change; *Employment; *Family Work Relationship;

ED 419 979 CE 076 684

Shaw, Simon
Development of Core Skills Training in the Partner Countries. Subgroup D. Final Report.
PUB DATE- 98
NOTE- 64p.; For the 1998 reports of ETF Advisory Forum Subgroups A-D, see CE 076 681-683.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Educational Development; *Entrepreneurship; Evaluation Methods; Foreign Countries; Integrated Curriculum; *Job Skills; *Job Training; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Methods; *Vocational Education
IDENTIFIERS- Slovakia

This report examines development of core skills training, including entrepreneurial and management skills. Section 1 identifies issues that focus the study: core skill priorities, mapping core skills in the vocational education and training (VET) systems in partner countries, delivery of core skills, and good practice in delivering core skills. Section 2 describes how core skills are defined, specifies categories used for the survey, and summarizes outcomes of recent research defining the different concepts of core skills in European Union countries. Section 3 presents a broad picture of how core skills are regarded by the partner countries and how the different sets of core skills fit into their education and training systems. Responses to a questionnaire completed by 12 delegates in 9 countries indicate that all three skill sets--key, management, and employment--were relevant, and key skills were most important. The responses are presented to questions regarding relative importance of specific core skills, teaching methods, assessment methods, and responsibility for core skills. Section 4 gives examples of developments in core skills training in nine partner states. Section 5 provides suggestions for integrating core skills quickly and effectively. Chapter 6 interprets findings using the four criteria of a framework developed to provide a basis for integrating national debates on key qualifications in Europe. Appendixes include the questionnaire and examples of developments in the United Kingdom and Germany. (YLB)

ED 419 980 CE 076 685

Noll, Cheryl L., Ed.; Graves, Pat R., Ed.
Business Education Index 1997. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published during the Year 1997. Volume 58.
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Business Education; Citations (References); Communication Skills; Curriculum; *Educational Research; Information Systems; Job Training; Journal Articles; Labor Force Development; *Office Occupations Education; Secondary Education; Teaching Methods; Word Processing

This publication indexes 41 specific business education publications and those related to business education, especially journals that are essential to research and teaching stealing), and overt actions (aggression and violent behavior). An important finding from these analyses is the latency period that occurred between physical fighting or violent episodes. Future analyses will focus on factors in boys' lives that increase the risk of pathway onset, penetration, and persistence. Attention will also be paid to the influence of community factors and peer influences. Multiple graphs, charts, and illustrations are included. (MKA)

ED 419 999 CG 028 458

Cokley, Kevin; Wright, Doris
Race and Gender Differences in Pledging Attitudes.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Cultural Differences; *Fraternities; Higher Education; *Racial Differences; Role of Education; School Responsibility; *Sex Differences; *Sororities; *Student Attitudes
IDENTIFIERS- *Pledging (Fraternities Sororities)

Attitudes toward pledging among college students were examined to determine if attitudes differed according to race or gender. Participants were surveyed at two locations including attendees from a Greek national convention and students enrolled at a large urban college campus. Results showed a significant main effect for race and gender but failed to find an interaction effect. Participants differed in their perceptions of the process known as pledging. These findings suggest the importance of helping educate college organizations about their roles and responsibilities for pledging. The way in which that education about pledging occurs may take different forms given cultural and gender differences in perceptions about the pledging process. Also summarizes previous research concerning Greek affiliation. Appendices include sample items from the Survey of Attitudes About Pledging Survey and definitions of key terms. (Author/MKA)

ED 420 000 CG 028 459

Wilkins, Victoria; Chambliss, Catherine
Familiarizing Students with the Empirically Supported Treatment Approaches for Psychophysiological Disorders and Chronic Pain.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Chronic Illness; Comparative Analysis; *Counselor Training; Health Maintenance Organizations; *Pain; *Psychophysiology; *Psychotherapy; *Research
IDENTIFIERS- Behavioral Medicine; Headaches; Irritable Bowel Syndrome

In training counseling students, it is increasingly important to acquaint them with the clinical research literature exploring the efficacy of particular treatments. This review of empirically supported treatments (EST's) concerning psychophysiological disorders and chronic pain is intended to facilitate the educational process. EST's, or evidence-based treatments, are based on studies recommended by the American Psychological Association (APA). To qualify for inclusion in the EST listing, research must have shown that the treatment

"Information-Coin of the Realm" (J. N. Lester); (6) "Libraries and Librarianship in the Information Age" (D. J. Hulbert); (7) "Teaching, Learning, Technology and Higher Education" (A. E. Uprichard); and (8) "A Summing Up and a Look to the Future" (G. R. Walz). A list of presenters is included, and ERIC and ERIC/CASS resource lists are appended. (EMK)

ED 420 020 CG 028 512

Post, Phyllis; Stopanio, Joe; Fielden, Ashley
Child-Centered Play Therapy: Working with At-Risk Youth in the Elementary School Setting.
SPONS. AGENCY- North Carolina Univ., Charlotte.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counselor Training; Elementary School Students; Graduate Students; *High Risk Students; Higher Education; Intermediate Grades; *Play Therapy

This paper details a project in which a counselor educator and 12 counseling graduate students, trained in child-centered play therapy, worked in an inner city school with 4th-6th grade students during the 1996-1997 academic year. The play therapy training undergone by the graduate students and the facility used for the therapy sessions are described. The paper presents issues in establishing the program. The following conclusions were drawn from the year-long experience: (1) working with at-risk children has the obvious advantage of access to the children, because they are in school for many days making it possible for counselors to reach children who would not attend counseling outside school; (2) play did seem to be an effective approach with these older at-risk children; (3) most of the children demonstrated interest in exploring a variety of the toys; and (4) child-centered play therapy was well accepted by these students. Communication with administrators, teachers and parents to help them understand more about play therapy and its value is essential; privacy is critical; and because the word "play" created difficulties, using the words "counseling" or "developmental counseling" may make the sessions seem more important to others. (MKA)

ED 420 021 CG 028 514

Love, Cathleen; Larrick, Anita; Cobb, Brian
Career Exploration in the Middle School.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Exploration; *Elementary School Students; Intermediate Grades; Junior High Schools; *Middle Schools; Student Development
IDENTIFIERS- School to Work Opportunities Act 1994

Success during middle school can translate to success in high school and the adult years. This monograph presents ways in which family and consumer sciences teachers can facilitate the learning of career development in the middle school. Middle level education is a unique challenge to educators because students at this level experience rapid and variable changes worksheets, templates, and other materials needed to complete the activities. Teachers are encouraged to adapt the lesson plans to meet their particular teaching needs. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis and several variations. (RS)

ED 420 043   CS 013 210

Singhal, Meena
The Emergent Reading Behaviors and Strategy Use of Three Bilingual Children on a Storytelling Task: A Case Study.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Case Studies; *Early Reading; *Emergent Literacy; *Preschool Children; Preschool Education; Reading Comprehension; Reading Processes; Reading Research; *Reading Strategies; Story Reading
IDENTIFIERS- Emergent Reading Levels; *Reading Behavior; *Text Processing (Reading)

A study examined the types of reading strategies emergent readers used as they read to make sense of the text. In addition to data obtained for the children's oral readings, a reading strategy classification scheme, Strategy Type Strategy Behavior (STSB), was employed to identify the types of strategies the children were using on this task. Subjects were three bilingual children who speak both Arabic and English (two females, one nearly three and the other four years old, and one four-year-old male). The children chose "Goldilocks and the Three Bears" to read, which they had all heard at home before. Results indicated that the older girl appeared to be sharing the story with the researcher and engaging in more reading type behaviors. The male child's reading was overall less sequential than the older girl's and his attempts at reading can be described as (1) labelling and commenting, and (2) following the action. Findings suggest that the older girl employed cognitive strategies such as predicting, paraphrasing, using contextual clues; metacognitive strategies such as self-monitoring and self-correction; and made use of memory strategies such as word associations and background knowledge. The male used similar strategies but fewer textual, cognitive, and metacognitive strategies. While the younger girl's reading was contextually weak (her utterances did not always relate to the context or the pictures in the book), she did employ contextual clues or cognitive strategies on various occasions. (Contains a figure, a table of data, and 13 references.) (CR)

ED 420 044   CS 013 211

Leavell, Judy A.
Creating Communities of Readers in Preservice Education Reading Classes through Self-Selection of College Texts.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Meeting of the College Reading and Learning Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; *Communication Skills; *Core Curriculum; Elementary Education; Graduation Requirements; *Language Arts; *Listening Skills; *Reading Skills; State Curriculum Guides; *Writing Skills
IDENTIFIERS- *Utah

This paper presents the revised Core Curriculum standards (the essential ideas, concepts, and skills) for the K-6 reading language arts required of students in Utah. It notes that the Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. Elementary and secondary school program of studies and high school graduation requirements are presented. The paper then presents the reading, writing, speaking, and listening standards (and related objectives) for each of the grades K-6. (RS)

ED 420 064 CS 216 353

Gallick-Jackson, Sheryl A.
Improving Narrative Writing Skills, Composition Skills, and Related Attitudes among Second Grade Students by Integrating Word Processing, Graphic Organizers, and Art into a Process Approach to Writing.
PUB DATE- 97
NOTE- 118p.; M.S. Practicum Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Art; Grade 2; Graphic Arts; Primary Education; Word Processing; Writing Attitudes; *Writing Improvement; *Writing Processes; *Writing Skills; *Writing Strategies
IDENTIFIERS- Graphic Organizers; *Narrative Text; *Process Approach (Writing); Writing Prompts

A practicum program was developed and implemented to improve narrative writing skills, composition skills, and related attitudes among the targeted second grade students. Objectives for the program were for: 75% of the students to increase their narrative writing skills by at least one proficiency level; 75% of the students to increase their writing composition success by at least one proficiency level; and to increase positive attitudes toward writing by 20%. Strategies chosen to solve the problem included integrating word processing techniques, graphic organizers, and art into the process approach to writing. To prove that the writer's solution strategies worked, the targeted students' pre- and post-writing attitudes surveys were evaluated and compared. The writing prompt pretest and posttest samples were assessed using a rating scale to measure narrative writing skills and a scoring rubric was used to measure composition skills. All the program objectives were met with the target group improving in all areas. (Includes six tables of data; contains 33 references. Appendixes include a writing attitude survey, narrative writing prompt, rating scale for narrative writing, scoring rubric, writing process poster, writing workshop poster, guided lesson plan, narration criteria worksheet, narration revision checklist, Arrow map, Donut on a Napkin map, narrative writing results, writing composition results, writing attitude survey results, and a software evaluation form.) (Author/CR)

The use of the feature film "12 Angry Men" (1957) as an integrative review of social psychology is described. Students view the film, and then discuss the many aspects of social psychology represented in the interactions among the jurors. Discussion involves tying the movie examples back to social psychological research and theory as well as analyzing whether the film portrayal is "accurate" given those theories. Examples of the topics brought up for discussion are given, as are student reactions to the exercise. (Contains 17 references.) (Author/CR)

ED 420 085 CS 509 847

Siddens, Paul J., III
An Investigation of the Amount of Emphasis Placed on Content and Delivery by Instructors of Public Speaking.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Evaluation Methods; Higher Education; Persuasive Discourse; Pilot Projects; *Public Speaking; Questionnaires; Research Methodology; *Student Evaluation; Teacher Surveys
IDENTIFIERS- Self Report Measures; *Teacher Awareness; Teaching Research; University of Iowa; University of Northern Iowa

A study examined how much emphasis instructors of public speaking place on content and delivery when teaching and delivering oral and written critiques. The study sought to determine whether when teaching a hybrid introduction to communication course, or public speaking course, instructors are challenged with teaching their students about issues related to the content of the speech, such as the introduction and conclusion, organization, supporting evidence, and issues related to physical and vocal delivery such as appearance, gestures, eye contact, volume, rate, and vocal variety. This was a pilot study to test the research questions, survey instrument, and methodology used in the study. A survey questionnaire was administered to graduate teaching assistants and faculty members at the University of Iowa (100 questionnaires) and the University of Northern Iowa (40 questionnaires). Results indicated that instructors spend a greater than average amount of time on the topic of organizational patterns and a less than average amount of time on the topics of dress and appearance, facial expressions, gestures, physical movement, and posture when giving oral critiques, with eye contact being the exception. Findings suggest that instructors consistently spend a less than average amount of time on physical and vocal delivery related topics when giving written critiques. (Appended are 13 pages of study results and a sample questionnaire.) (CR)

ED 420 086 CS 509 853

Ostman, Ronald E.; Colle, Royal D.
Four Weeks for Training or Four Years to a Degree: Options for Putting Communication into Development.
PUB DATE- 98
NOTE- 44p.; Some pages in the appendices are dark and may not reproduce well. Paper presented at the National Communication Association/International Communication Association Joint

Chung, Gloria; Paul, Rachel
School-Wide Discipline Policies: In-School Suspension in One Middle School.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discipline; *Discipline Policy; Grade 8; *In School Suspension; Junior High Schools; Middle Schools; Program Effectiveness; School Security; *Student Needs
IDENTIFIERS- Middle School Students

One of the more perplexing problems facing middle schools is the use of in-school suspension (ISS). So as to understand better the effects of this practice, one middle school's ISS program was studied and evaluated. Current research on ISS polices and practices is limited, and there is little evidence that supports its use or reform; however, in light of research on young adolescents' needs, ISS does not seem to address those needs, socially or academically. For this study, parents, the ISS teacher, and students and teachers in one eighth-grade team were surveyed to gauge perceptions of ISS's effectiveness and usefulness. The results revealed a general sentiment of dissatisfaction with the school's use of ISS. The use of ISS caused teachers and the administration to become antagonists rather than role models for students. A comparison of reasons for students placed in ISS showed that students and teachers had different perceptions of what is acceptable or unacceptable behavior. This report recommends that if a school must use ISS, that it be used consistently, that teachers expand their repertoire of discipline strategies, that teachers create a workable environment for their students, and that students meet with a counselor to discuss their misbehavior. Appendices contain student, teacher, and parent surveys; student and parent responses; and a list of specific adolescent needs. (Contains 11 references.) (RJM)

ED 420 106 EA 029 077

McCoy, Mary Helen S.
Block Scheduling: Does It Make a Difference? A High School Case Study.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; Educational Environment; Flexible Scheduling; *High Schools; Program Effectiveness; Program Evaluation; *Public Schools; *Rural Schools; Time Factors (Learning)

To offer insights into scheduling strategies, this paper presents the effects of block scheduling in one rural public secondary school. This case study revolves around three questions: (1) "What prompted the school's move to block scheduling?"; (2) "How was block scheduling implemented?"; and (3) "How has block scheduling affected perceptions of school climate, academics/instruction, and time/materials management for students, teachers, administrators, and guidance personnel?" Interviews were conducted at the school with students, impairments and other disabilities; second, the instructional process, curriculum, and methods; and, third, disability-specific curriculum. The papers are: (1) "Educating Students Who Have Visual Impairments with Other Disabilities: An Overview" (Sharon Z. Sacks); (2) "Educational Assessment for Students Who Have Visual Impairments with Other Disabilities" (Sandra Lewis and Richard Russo); (3) "Alternative Approaches To Assessing Students Who Have Visual Impairments with Other Disabilities in Classroom and Community Environments" (Rosanne K. Silberman and Fredda Brown); (4) "Instructional Strategies for Educating Students Who Have Visual Impairments with Severe Disabilities" (Rosanne K. Silberman, Sharon Z. Sacks, and Jo-Ann Wolfe); (5) "Educating Students Who Are Deafblind" (Jeanne Glidden Prickett and Therese Rafalowski Welch); (6) "Educating Students Who Have Visual Impairments with Learning Disabilities" (Rosanne K. Silberman and Virginia Sowell); (7) "Educating Students Who Have Visual Impairments with Orthopedic Disabilities or Health Impairments" (Sandra Rosen); (8) "Educating Students Who Have Visual Impairments with Neurological Disabilities" (Sandra Rosen); (9) "Educating Students Who Have Visual Impairments and Who Exhibit Emotional and Behavior Problems" (Harvey H. Mar and Elliot J. Cohen); (10) "Early Intervention Services for Young Children Who Have Visual Impairments with Other Disabilities and Their Families" (Deborah Chen and Jamie Dote-Kwan); (11) "Transition Planning and Employment Outcomes for Students Who Have Visual Impairments with Other Disabilities" (Karen Wolffe); (12) "Functional Vision" (Bonnie L. Utley, Christine Roman, and Gary L. Nelson); (13) "Enhancing the Acquisition of Functional Language and Communication" (Charity Rowland and Philip Schweigert); (14) "Facilitating Independent Travel for Students Who Have Visual Impairments with Other Disabilities" (Diane Fazzi); and (15) "Access Technology with Computers for Students Who Have Visual Impairments with Other Disabilities" (Robert G. Taylor and Mariangeles Murphy-Herd). (Individual papers contain references.) (DB)

ED 420 126   EC 306 462

Braddock, David; Hemp, Richard; Parish, Susan; Westrich, James
The State of the States in Developmental Disabilities. Fifth Edition.
PUB DATE- 98
NOTE- 517p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Categorical Aid; Community Programs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Federal Aid; Financial Support; Group Homes; Health Maintenance Organizations; *Mental Retardation; National Surveys; Residential Institutions; Residential Programs; Resource Allocation; Services; State Action; State Aid; *State Federal Aid; *Trend Analysis
IDENTIFIERS- *Medicaid

This volume reports on the fifth nationwide survey of trends in mental retardation (MR) and developmental disabilities (DD). It begins with four chapters summarizing trends in the nation as a whole. The first chapter is "Mental Retardation and Developmental Disabilities: Historical and Contemporary Perspectives" (David Braddock). This chapter reviews etiology, history, and innovation in the states, especially as it concerns supported community living. Chapter 2, "The State of the States in Developmental Disabilities: Summary of the Study" topics related to the use of technology in education, employment, and play. Specific chapters include: (1) "An Outcomes Perspective of Quality Pathways to Most Appropriate Technology" (Marsha J. Scherer and Jan C. Galvin); (2) "Low Technology Aids for Daily Living and Do-It-Yourself Devices" (Alexandra Enders and Peter Leech); (3) "Seating and Wheeled Mobility Aids" (Kathleen A. Kolar); (4) "Transportation" (William A. Peterson); (5) "Selecting, Using, and Evaluating Communication Devices" (Sarah W. Blackstone); (6) "Assistive Devices for People Who Are Blind or Have a Visual Impairment" (Jay D. Leventhal); (7) "Aids for Hearing Impairment and Deafness" (Gary M. McFadyen); (8) "Assistive Technology for Recreation" (Patricia E. Longmuir and Peter Axelson); (9) "It's Child's Play" (Doreen Brenner Greenstein); (10) "Home and Worksite Accommodations" (William A. Peterson and Anita Perr); (11) "Computer Access and Use by People with Disabilities" (Gregg C. Vanderheiden); (12) "Interactive Technologies" (Anthony J. Vitale); (13) "Technologies of the Future" (Joel N. Orr); (14) "Assistive Technology-Related Legislation and Policies" (Jan C. Galvin and Rachel A. Wobshall); and (15) "Funding Assistive Technology" (Steven Mendelsohn). A CD-ROM is included that contains the complete Cooperative Electronic Library on Disability. (Each chapter includes references.) (CR)

ED 420 146   EC 306 490

Osborne, Allan G., Jr.; DiMattia, Philip A.
Classroom Management: A Case Study Handbook for Teachers of Challenging Learners.
PUB DATE- 98
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; *Attention Deficit Disorders; *Behavior Disorders; *Behavior Modification; Case Studies; *Classroom Techniques; Discipline; Educational Strategies; Elementary Secondary Education; *Hyperactivity; Self Esteem

Designed as a practical guide to help teachers acquire strategies for dealing successfully with students who have a wide range of behavioral disorders, this book is organized around classroom examples and individual case studies that describe specific problems and solutions. Each chapter deals with an individual type of behavioral disorder. Several classroom scenarios and case studies illustrate both the disorder and specific interventions that can help both the student and the teacher develop the skills necessary to control the problem. A bibliography of in-depth sources for additional reading is also included with each chapter. Chapters close with a list of questions for reflection and discussion. Individual chapters address: (1) conduct disorders with aggressive overtones; (2) issues of power; (3) revenge and rage; (4) poor self-esteem; (5) communication misunderstandings; (6) passive-aggressive behavior; (7) victims and scapegoats; (8) attention deficit hyperactivity disorder; (9) attention seeking behaviors; and (10) rebellion. Appendices include a description of legal rights of students, including special requirements for disciplining students with disabilities who have an Individualized Education Program, and a list of readings on using the case study method of instruction. (CR)

PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Communication Skills; Conflict Resolution; *Cross Cultural Training; *Cultural Awareness; Diversity (Student); Elementary Secondary Education; Equal Education; *Intercultural Communication; Multicultural Education; Skill Development; Student Adjustment; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship; Teaching Guides

The handbook presents guidelines for cross-cultural understanding and communication to assist teachers in culturally and linguistically diverse classes. The guidelines are presented in the form of suggestions in ten areas: (1) become familiar with basic concepts in anthropology, sociology, and related disciplines, and use the knowledge to build an intellectual framework for organizing and interpreting cultural information; (2) study the culture and history of ethnic groups represented in the school and community; (3) understand differences between the cultures of the school and home and bridge the distance by building on student strengths; (4) learn to recognize and remedy equity problems; (5) realize how one's own perceptions, thoughts, and behavior are conditioned by cultural context, and remain positively but critically identified within one's own cultural group; (6) approach other cultures with interest, respect, and a sense of shared humanity; (7) hold the belief that students from every cultural group within the school can succeed academically; (8) do not ask that students alienate themselves from their own cultural groups to satisfy school expectations; (9) improve intercultural communication and conflict resolution skills; and (10) develop a repertoire of instructional approaches to use in meeting varied student needs. (MSE)

ED 420 167 FL 024 663

Fleischman, Howard L.; Hopstock, Paul J.
Descriptive Study of Services to Limited English Proficient Students, Volume 1. Summary of Findings and Conclusions.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 93
NOTE- 112p.; For Volumes 2-4 in this series, see FL 024 664-666.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Bilingual Education Programs; Costs; Elementary Secondary Education; *English (Second Language); Geographic Distribution; *Identification; Institutional Characteristics; Language Minorities; *Limited English Speaking; National Surveys; Parent Participation; Peer Relationship; School Community Relationship; Staff Utilization; *Student Characteristics; *Teacher Qualifications; Teachers
IDENTIFIERS- Elementary Secondary Education Act Title VII

This report summarizes a study of: the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and allowing for trainee preferences, using the community (community contact activities, village homestays, site visits) for language training, incorporating new training models such as community based PST, and selecting training activities; ensuring ongoing evaluation during PST; and writing post-PST final reports. (MSE)

ED 420 186 FL 025 286

Language Coordinators Resource Kit. Section Nine: Training of Trainers.
PUB DATE- 98
NOTE- 124p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Educational Needs; *Language Teachers; Needs Assessment; Objectives; *Program Administration; Program Design; *Program Evaluation; Program Implementation; Public Agencies; Recordkeeping; Scheduling; Second Language Instruction; *Second Language Programs; Second Languages; *Staff Development; *Teacher Educator Education
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section focuses on staff development for language teachers. An introductory chapter gives an overview of the guide and offers suggestions for identifying Training-of-Trainers (TOT) development needs for the overseas post and for the process of developing TOT and other training events. Subsequent chapters address: pre-TOT planning and preparation, including needs assessments and logistical and supply considerations; TOT design and implementation, including Staff Development Workshops, workshops for language trainer applicants, and the generic language training TOT; TOT program evaluation; and writing post-TOT final reports. (MSE)

ED 420 187 FL 025 287

Language Coordinators Resource Kit. Section Ten: Picture Bank.
PUB DATE- 98
NOTE- 380p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agriculture; Animals; Clothing; Computer Oriented Programs; Daily Living Skills; Databases; Family (Sociological Unit); Food; Grammar; Health; Housing; Illustrations; Interpersonal Communication; Leisure Time; Literacy; Monetary Systems; *Program Administration; Program Design; Public Agencies; Recreational Activities; Schools; Second Language Instruction; *Second Language Programs; *Second Languages; Telecommunications; Time; Transportation; Travel; *Visual Aids;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; *Bilingual Students; Bilingual Teachers; Comparative Analysis; Elementary Secondary Education; *English (Second Language); Grade Point Average; *Language Proficiency; Literacy; Portfolios (Background Materials); Public Schools; Second Language Learning; *Spanish; Student Evaluation; Teacher Education; Writing Evaluation
IDENTIFIERS- Iowa Tests of Basic Skills; La Prueba Tests; New Mexico High School Proficiency Examination; New Mexico Portfolio Writing Assessment

This report summarizes academic assessment data for Las Cruces (New Mexico) Public Schools bilingual students in 1996-97. It has eight sections: (1) results of the Iowa Test of Basic Skills for third, fifth, and eighth grade students; (2) results of the La Prueba tests for grades three, five, and eight; (3) results of the New Mexico High School Competency Examination for grades nine through twelve; (4) results of the New Mexico Portfolio Writing Assessment for grades four and six; (5) reading assessment results for grades one and two; (6) information regarding retention rate for bilingual students in comparison with other students; (7) grade point averages of bilingual students in comparison with others; and (8) discussion of the preparation of teachers endorsed in bilingual education to meet bilingual students' needs. Conclusions are drawn and recommendations made in each area. (MSE)

ED 420 208 FL 025 310

Martinez, Rita R.
Classroom Teachers' View of a Bilingual Program.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Bilingual Education Programs; *Cultural Pluralism; *Educational Attitudes; Educational Philosophy; Educational Strategies; Elementary Education; Institutional Characteristics; Program Effectiveness; *Teacher Attitudes

A study sought: to identify regular classroom teachers' philosophies of bilingual education and the relationship of this philosophy to instructional decisions; to have teachers describe the operational details of the bilingual program in their school, and their perceptions of program effectiveness; and to have teachers describe the institutional context of their bilingual program. Subjects were 33 teachers in a single school who completed a survey. In addition, 12 of these teachers (two from each grade level) were selected for classroom observation and in-depth interviews based on a range of stated beliefs and philosophies about assimilation and cultural pluralism. Nine of the twelve teachers were Anglos; three were Hispanic. Analysis of results revealed three important levels in implementation of a bilingual program (school site, district, and state) and ways in which they affect teachers' experiences and views about bilingual programming. These findings are discussed. Questionnaire and interview questions are appended. Contains 59 references. (MSE)

(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; College Outcomes Assessment; Employment Opportunities; Graduate Surveys; Higher Education; Labor Market; Outcomes of Education; Quality of Life
IDENTIFIERS- *Debt (Financial)

This report integrates information from federal agencies, higher education associations, institutions, and other organizations to present a picture of employment, education, and lifestyle outcomes for recent college graduates. The following promising trends are identified: (1) recent college graduates face a good job market, with employers reporting sharp increases in expected hiring; (2) average starting salaries for recent graduates are increasing faster than inflation; (3) not all recent college graduates see education simply as a means to earn money; (4) planning for the future financially is an important goal for many recent graduates; (5) recent graduates have distinguished themselves as good citizens; and (6) projections indicate rapid growth in the number of jobs that require a bachelor's degree. The report also identifies the following areas of concern: the combined burden of student loans, car loans, rent, and credit card debt is an increasing problem for some recent graduates; some employers express dissatisfaction with the training and skills levels of those who have just graduated; and a large percentage of recent college graduates live at home with their parents, potentially adding to the financial burdens of their parents' generation. Data supporting these conclusions are presented in chapters on employment, education, and lifestyles. (Contains 36 reference endnotes.) (DB)

ED 420 230 HE 031 280

Taxing Matters: College Aid, Tax Policy & Equal Opportunity.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Equal Education; Family Income; Financial Needs; *Grants; Higher Education; Need Analysis (Student Financial Aid); *Paying for College; *Public Policy; *Student Financial Aid; Tax Deductions; *Taxes

This report uses government data to review current, past, and proposed tax-based policies and programs to promote college affordability as well as need-based grant aid. Tax-incentive-based programs include savings bonds for education, employer-provided educational assistance, state college savings plans, deductibility of student loan interest, exclusion of scholarships and fellowships from taxable income, expanded Individual Retirement Accounts and/or special education savings accounts, and tuition tax deductions and credits. Major findings of the analysis indicate that: (1) despite increasing evidence that the investment in need-based student aid has positively impacted equal educational opportunity, students from high-income families still have higher college-going rates than do students from middle- and low-income families; (2) the majority of grant-aid recipients are students from the lowest income groups who attend public colleges and universities; (3) tax deductions and other uses of the tax code have been most beneficial to taxpayers with high incomes; (4) the current use of tax-based assistance for higher education is modest; and (5) proposed strategies to increase the use of tax-based assistance include: (1) federal government grants and contracts; (2) sources of funds, including donations, nongovernment grants, and contracts; (3) types of donations, including nongovernment grants and contracts; (4) miscellaneous revenue such as commissions, fees and royalties; (5) actual employee benefits operating expenses; (6) actual miscellaneous expenses, including travel and moving, space rental, professional fees; (7) reconciliation between financial statements and reporting of net revenue and expense before appropriations for such categories as pensions, group life insurance, employer health tax, and tuition remission. (DB)

ED 420 250 HE 031 300

Financial Report of Ontario Universities, 1996-97. Ancillary Enterprises.
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Ancillary School Services; Capital Outlay (for Fixed Assets); College Stores; Conferences; *Costs; Dormitories; *Educational Finance; Expenditures; Food Service; Foreign Countries; Higher Education; *Income; Parking Facilities; *Public Colleges; Publishing Industry; School Funds; *State Universities; Tables (Data)
IDENTIFIERS- *Ontario

This report provides detailed information on ancillary enterprises at provincially assisted universities and at affiliated and federated colleges in Ontario (Canada) for the fiscal year that ended April 30, 1997. Such enterprises include school stores (including bookstores), food services, residences, conferences, parking, publishing, and other operations. The report contains separate statements of income (loss) for each type of service, for each provincial university, and for affiliated and federated colleges; these include detailed breakdowns of revenues, costs of sales/services, direct expenses, equipment and capital costs, overhead costs, subsidies, allocation to reserves, net income (loss), and accumulated surplus (deficit). There is a separate table of descriptive data arranged by service and by school. (MDM)

ED 420 251 HE 031 303

Hamrick, Florence A.
"I Have Work To Do": Affirmation and Marginalization of Women Full Professors.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Educational Attitudes; Educational Change; *Faculty College Relationship; Faculty Promotion; Females; Higher Education; Mentors; *School Attitudes; Sex Differences; *Sex Role; Stress Management; Teacher Role; Tenure; *Women Faculty
IDENTIFIERS- *Iowa State University

This study examined the work roles and events that signified of higher education capital issues and extended learning issues, a summary of student enrollment data, and summaries of requests and recommendations. Additional sections present the final recommendations in priority order, including a description of each project noting both the institution's request, the final recommended funding level, and budget breakdowns. Presented separately are recommendations in priority order for projects funded by the extended learning fund. A map of the New Mexico extended learning infrastructure is also included. (DB)

ED 420 270 HE 031 327

Financial Reporting for Public Institutions in New Mexico.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accounting; *Budgeting; *Educational Finance; *Expenditures; Higher Education; Income; Public Colleges; Recordkeeping; Reports; *State Colleges; State Standards; *State Universities
IDENTIFIERS- *Financial Reports; *New Mexico

This manual is intended to provide public institutions of higher education in New Mexico with a consistent and uniform system for treating institutional finance data. Part 1 presents accounting principles for fund accounting, restricted and unrestricted funds, accrual accounting, and handling other charges and revenues. Part 2 provides general information and definitions on structure, classification of current fund revenues and expenditures, summary exhibits, current funds, expenditures by object item, the full-time equivalent employee, plant funds, and legislative requests. Part 3 explains budget summary exhibits, including current and plant fund summaries and details of transfers. Part 4 covers various current funds categories: student tuition and fees, governmental appropriations, government grants and contracts, private gifts and contracts, endowment and other income, expenditures for instruction, academic support, student services, institutional support, plant operation and maintenance, research, public service, intercollegiate athletics, and independent operations. Part 5, on plant funds, covers capital outlays, renewals and replacements, and retirement of indebtedness. The final section explains how to use the information exhibits, such as a summary of current funds revenue by source, a summary of salaries in current funds, proposed salary increases, salaries of principal officers, and investment in plant. Appendices list the specific programs to be included in various categories. (DB)

ED 420 271 HE 031 328

Higher Education Funding Recommendations. 1989-99.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Budgeting; College Instruction; College Outcomes Assessment; Community Colleges; *Educational

processing, and communications; gives access to instruction and information through distance education and online systems; speeds up procedures; and customizes instruction for students. However, start-up costs are a major obstacle for this type of initiative, nor is it readily apparent to some how technology fits into institutional reward structures or the traditional view of student/teacher interaction. The third, outsourcing, involves contracting with an outside vendor to provide a service, allows institutions to bring in new expertise, technology, and services without hiring staff. It may also improve other, nonoutsourced services by introducing competition. However, outsourcing may require staff and expertise to manage the contracts and can also lower morale on campus if it results in layoffs. Following an introduction and descriptions of the methodology used, the report examines each type of initiative, listing benefits and limitations, provides descriptions of several programs, and makes some recommendations. (Contains 4 appendices and 70 references.) (MAB)

ED 420 290 HE 031 362

State University of New York, University of Stoney Brook, University and Clinical Practice Management Plan Space Leasing Practices. Report 96-S-36. Brook.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Audits (Verification); *Campuses; *College Buildings; Compliance (Legal); *Costs; Educational Finance; *Efficiency; Facility Guidelines; Facility Utilization Research; *Financial Audits; Higher Education; Inspection; Program Effectiveness; Resource Allocation
IDENTIFIERS- *State University of New York Stony Brook

This audit report assesses the propriety and economy of space leasing practices of the State University of New York at Stony Brook (SUNY-SB) for the period July 1, 1994 through December 31, 1996, specifically those related to a health center that includes five professional schools, a 536-bed teaching hospital, and a 350-bed veterans' home. Some of the facilities used by SUNY-SB are owned by the state, while others are leased. Health center clinic patients are treated by faculty from the center's School of Medicine. Findings of the audit included the following: There were a number of weaknesses in 13 SUNY-SB leases related to the health center and in five leases of the School of Medicine; while officials used competitive pricing practices to compare rents, they generally did not take into account maintenance expenses, insurance costs, and property taxes; the state's economic interests were not adequately protected during renovations. Following the introduction, which covers the background, scope of the audit, objectives, and methodology, the report discusses and makes recommendations for various space leasing practices (lease costs, potential conflicts of interest, other leasing practices), maintenance expenses, and renovation costs. An appendix reports responses of SUNY officials to the audit. (MAB)

ED 420 291 HE 031 364

Jewett, Frank I.
The Human Computer Interaction Certificate Program at Rensselaer Polytechnic Institute: A Case Study in the Benefits and Costs

common the perception of expert, helpful, and friendly service from the librarians and library staff. Overall, the focus groups revealed a positive perception of the UNT Libraries' past and current role in supporting teaching and research among the faculty in the College of Arts and Sciences. To encourage a continuation of this and to address the concerns expressed regarding access to electronic resources and access to journals, recommendations include strengthening the current library liaison program to keep the faculty directly informed and continuing efforts to integrate all electronic resources effectively into the campus computer network infrastructure. (AEF)

ED 420 311 IR 057 056

Byron, Suzanne
UNT Libraries College of Arts and Sciences Faculty Survey, Spring 1997.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Access to Information; *College Faculty; Computer Networks; Higher Education; Information Services; Information Sources; Library Collections; *Library Role; *Library Services; Reference Materials; Tables (Data); *Teacher Attitudes
IDENTIFIERS- Access to Technology; Electronic Resources; Technological Infrastructure; *University of North Texas

A survey was conducted (spring 1997 semester) with the faculty from the College of Arts and Sciences, University of North Texas (UNT) as a follow up to a focus group study conducted during the fall 1996 semester. Results from the survey echo results of the focus groups. Both studies indicate faculty from the College of Arts and Sciences are interested in: accessing electronic resources from their office or home; accessing journals; and using the Libraries to support their teaching. Examination of the concepts that the survey instrument was designed to probe reveals the following: (1) access to electronic resources; (2) collection use and satisfaction; (3) libraries' support of teaching; (4) libraries' support of research; (5) facility use and satisfaction; (6) service use and satisfaction; (7) how faculty get information about the Libraries; (8) how faculty communicate information to the Libraries. The survey reveals a positive perception of the UNT Libraries' role in supporting teaching and research among the faculty in the College of Arts and Sciences. To encourage a continuation of this and to address the preferences expressed regarding access to electronic resources and concerns expressed regarding access to journals, recommendations include strengthening the current library liaison program to keep the faculty directly informed and continuing efforts to integrate all electronic resources effectively into the campus computer network infrastructure. (AEF)

ED 420 312 IR 057 057

Maxwell, Terrence A.
The Information Technology Workforce Crisis: Planning for the Next Environment. NYSFIRM Government Information Focus.
PUB DATE- 98
NOTE- 17p.; A publication of the New York State Forum for Information Resource Management (NYSFIRM).

PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *College Choice; Decision Making; *High School Students; High Schools; Parent Attitudes; School Community Relationship; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Student Financial Aid; Student Needs; Surveys; Technical Institutes; Two Year colleges
IDENTIFIERS- *Spartanburg Technical College SC

This study reports the findings of a high school student survey conducted by Spartanburg Technical College (STC) in South Carolina to determine its service area's needs. Respondents to the survey included 1,501 juniors from 14 high schools in Cherokee, Union, and Spartanburg counties. Students were queried as to what type of college they would consider attending, parental attitudes about college, influences on their decision to pursue postsecondary education, what type of assistance they might need in college, factors deemed important to college choice, and other specifics such as computer skills and preferred instructional delivery methods. Since the study was especially concerned with respondents who might attend STC, the number and percent of respondent 11th graders indicating an interest in STC were analyzed by high school, ethnicity, and gender. Among the results were: (1) fifty-two percent of respondents' parents encouraged them to pursue higher education; (2) financial aid was the most requested service from a future college at 38 percent, with aid in study skills following closely behind at 28 percent; (3) in total, 433 respondents would consider attending STC; and (4) the percentage of whites and blacks who would consider attending STC was identical at 30 percent. (Contains seven graphs.) (EMH)

ED 420 334 JC 980 280

Quinley, John W.; Cantrell, Jo Ellen
Preparing the Work Force for the 21st Century: 1998 Community Based Research.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; *College Choice; *Futures (of Society); High School Students; High Schools; Institutional Mission; Job Skills; Job Training; Labor Force Development; *School Business Relationship; *School Community Relationship; Surveys; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Spartanburg Technical College SC

To help determine the community's work force training needs, Spartanburg Technical College (STC) completed an extensive research study. It included a survey of 1,501 high school juniors in Cherokee, Union, and Spartanburg counties in South Carolina; a survey of 293 area businesses and industries; focus groups representing 63 companies, elected officials, human service employers, educators, and health care providers; and a survey of 396 citizens in the community. Results of the high school study indicated strong preferences for careers in professional occupational areas, with 10 percent preferring health service jobs and nine percent aspiring to technician jobs. Seventy-five percent of the students planned to attend college, with 54 percent considering a public university and 36

HRD development activities, and copies of these tracking forms are provided at the end of the report. (Appendices contain committee minutes, the salary schedule agreement, and hiring guidelines.) (YKH)

ED 420 353 JC 980 302

Craig, Ford M., Ed.
MPCCA Community Services Data. Institutional Research Memo 151, Summer 1998.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Community Services; Evaluation Methods; Institutional Mission; Job Training; Labor Force Development; Nontraditional Students; Outcomes of Education; Questionnaires; School Business Relationship; *School Community Relationship; School Surveys; *Service Learning; Student Needs; *Student Surveys; Two Year Colleges; Workshops
IDENTIFIERS- *Mid Plains Community College Area NE

This document describes the development of the Mid-Plains Community College Area (MPCCA) community services outcomes and measurement instrument, and presents a summary of survey results from the 1997-98 year. As part of MPCCA's role and mission, students in continuing education will expand occupational, intellectual, cultural, social, and/or personal development; and students in continuing education courses or workshops that are customized for employers will achieve training as agreed with requesting business, industry, organization, or agency. To provide one measure of the stated outcomes common to all three MPCCA campus locations, a survey instrument was jointly developed. Students completed the survey at the close of their respective workshops in the 1997-98 academic year, and results indicated that those who took non-credit workshops or classes were (on average) very satisfied with their instructors and reasonably satisfied with the workshop content and material. (Contains the survey instrument.) (YKH)

ED 420 354 JC 980 303

Craig, Ford M., Ed.
ACT Collegiate Assessment of Academic Proficiency, CAAP Student Cohort Growth Report.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Outcomes Assessment; Community Colleges; *Comparative Analysis; *Educational Assessment; *Educational Testing; Mathematics Skills; Outcomes of Education; Partnerships in Education; Predictive Measurement; *Pretests Posttests; Reading Skills; Scores; Test Norms; Test Results; Test Validity; Two Year College Students; Two Year Colleges; Writing Skills
IDENTIFIERS- Mid Plains Community College Area NE

ACT and 127 institutions (primarily community colleges) worked together on a Partners in Progress Research project comparing ASSET reading, writing, and math scores (incoming student placement tests) with CAAP reading, writing, and math scores

ED 420 373 PS 026 482

LeBlanc, H. Paul, III
Teasing That Works: Sharing the Play Frame.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern States Communication Association (68th, San Antonio, TX, April 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Children; *Dialogs (Language); Discourse Analysis; Friendship; Group Unity; Interaction; *Interpersonal Communication; Interpersonal Relationship; *Play; Speech Communication
IDENTIFIERS- *Teasing

Because teasing is a form of play that can contain some element of truth, the response of the teased is relevant to determining the nature of the play frame. Play frames occur in teasing situations when the teased responds in a way that cooperates and therefore maintains the play frame. This paper analyzes five examples of interactional teases from observed conversations in which the teased maintains the play frame. The paper classifies the examples as opportunistic, interactive teasing; teasing to overdone statements; and references to the past as material for teasing. The resulting conversational analysis demonstrates the role of teasing and sharing a play frame in strengthening the relationships of the individuals involved. (JPB)

ED 420 374 PS 026 503

Sherman, Arloc
Rescuing the American Dream: Halting the Economic Freefall of Today's Young Families with Children.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, NY.; Prudential Foundation, Newark, NJ.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- Day Care; *Disadvantaged Environment; *Disadvantaged Youth; Early Childhood Education; Economic Factors; *Economically Disadvantaged; Educational Opportunities; Family Environment; Family Financial Resources; *Family Income; Health Insurance; Housing Opportunities; Poverty; Public Policy; Well Being; Young Adults

Since 1973, families headed by someone younger than 30 years of age have experienced a collapse in the value of their incomes, a surge in poverty, and an erosion of employer-provided health benefits. This report details the deep economic losses among young families with children and warns of consequences from these losses for young and old Americans alike. The report shows that children bear the greatest costs, including the lifetime of lost learning and lost potential for advancement associated with even a short stay in an impoverished family. The report reveals that while America is richer today than ever before, with greater resources for strengthening families than most other developed countries, it actually does less than other developed nations to aid struggling working families. It is recommended that young families should be aided with that lists the following: 157 books; 133 periodical articles; 12 brochures, handbooks, resource guides, and curriculum materials; 7 audiotapes; 16 videotapes; 31 organizations, and 7 hotlines. A workshop evaluation is provided in section 13. (MN)

ED 419 907 CE 076 493

Elliott, Mark; Spangler, Don; Yorkievitz, Kathy
What's Next after Work First. Workforce Development Report to the Field. Field Report Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Policy; *Employment Programs; Federal Programs; *Job Training; *Labor Force Development; *Partnerships in Education; Policy Formation; Position Papers; Postsecondary Education; Poverty; Program Implementation; *Public Policy; Recruitment; *State Programs; Statewide Planning
IDENTIFIERS- Employer Role; Impact Studies; *Welfare Reform

The impact of 1996 federal welfare reform legislation on state work force development programs was examined through a study of work force development programs and policies in 13 states: Colorado, Florida, Illinois, Maryland, Massachusetts, Michigan, New Jersey, North Carolina, Ohio, Oregon, Pennsylvania, Texas, and Wisconsin. The study focused on the following: employer involvement (building on traditional employer engagement strategies and developing new strategies); redesign of education and training programs; and postemployment support services (support for inexperienced workers on the job; access to affordable high-quality child care; efforts to address the lack of transportation). It was concluded that, although moving people into the labor force quickly may indeed be the best first step in moving them out of poverty, rapid movement of welfare into the work force is not likely to achieve the more important work force development goals of enabling people to keep their jobs and leave poverty behind. Two programmatic elements--genuinely meeting employers' needs and having a clear impact on poverty alleviation--were deemed key to keeping former welfare recipients in the work force. (Nineteen successful work force development programs are listed along with their addresses and a contact person for each program.) (MN)

ED 419 908 CE 076 494

Operational Vision: New Deal for 18-24 Year Old Unemployed Young People.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling Objectives; Delivery Systems; *Disadvantaged Youth; Economically Disadvantaged; Educational Objectives; *Employment Services; Foreign Countries; Labor Force Development; National Programs; Postsecondary Education; Program Design; *Public Policy; Unemployment; *Youth Employment; *Youth Programs

and written unit evaluations. In addition, the manual contains a bibliography listing 20 references and a glossary of 74 terms. (KC)

ED 419 926 CE 076 533

Introduction to Animal Products. Instructor Guide and Student Reference.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; *Animal Husbandry; Animals; *Behavioral Objectives; Citations (References); *Course Content; Dairy Farmers; *Job Skills; Learning Activities; Lesson Plans; Livestock; Meat Packing Industry; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Missouri

This packet contains an instructor guide and student reference for a course in introduction to animal products. The curriculum contains the following six lessons: (1) importance of animal products; (2) beef; (3) pork; (4) lamb and mutton; (5) poultry products; and (6) dairy products. The instructor guide includes the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, and materials and equipment lists. For ease of use, the guide includes competencies and objectives at the beginning of the guide as well as incorporated within each lesson. A competency profile is provided in the front of the guide for convenient recordkeeping. Fourteen references are listed. The guide incorporates the needed components to aid agriculture teachers to implement Vocational Instructional Management System (VIMS), a framework to use in planning and organizing to ensure excellence in Missouri's vocational education system by focusing greater attention on the management of teaching and learning. The student reference contains information sheets and summaries for each of the lessons. (KC)

ED 419 927 CE 076 534

Duncan, Kevin
Introduction to Beef Production. Instructor Guide and Student Reference.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

transition. In this model, teachers will assess pupil progress in academic areas through observation and written materials, and instructors in a utilitarian curriculum will focus on pupils using what has been learned. (YLB)

ED 419 944 CE 076 592

Jackson, Heather; Haughton, Lesley
Adult Guidance in Community Settings. NICEC Briefing.
SPONS. AGENCY- Careers Research and Advisory Centre, Cambridge (England).; Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; *Community Programs; Counseling Objectives; Counseling Services; *Delivery Systems; *Educational Counseling; Educational Quality; Foreign Countries; *Holistic Approach; Individual Development; *Lifelong Learning; Strategic Planning
IDENTIFIERS- *United Kingdom

Adult guidance in community settings offers a holistic, personal development approach to individuals wishing to change their work or learning situations. Adult guidance in community settings can include some or all of the following: offering initial information and advice; signposting to other agencies; and providing guidance through group or individual activities. Guidance delivered through community settings must be client centered, relaxed and informal, totally voluntary, and familiar (and hence unthreatening) venues. Emphasis on individual personal development and a holistic approach to problem solving and decision making are major elements of guidance delivered through community settings. All evidence indicates that access to information and guidance is a bigger problem than availability of information and guidance. Because barriers to participation in learning are often perpetuated by the education and training system itself, it is especially important to make provisions to reach those groups that have been traditionally been underrepresented in postschool education and training. Strategic approaches to adult guidance should do the following: (1) fully acknowledge the critical part adult guidance plays in supporting adults in the process of self-determination with regard to their learning and work options and (2) recognize the need for different types and levels of guidance provision. (MN)

ED 419 945 CE 076 595

van Gent, Bastiaan
Lessons in Beauty: Art and Adult Education. Studies in Pedagogy, Andragogy, and Gerontagogy, Volume 35.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Aesthetic Education; Andragogy; *Art; *Art Education; *Cultural Education; Educational Development; Educational History; *Ethical Instruction; Ethics; Foreign Countries; Museums; Professional Education
IDENTIFIERS- *Indoctrination; *Netherlands

Females; Foreign Countries; *Futures (of Society); Technological Advancement; *Womens Education; *Work Environment; Work Ethic
IDENTIFIERS- *Australia

Designed to inform and empower women to participate in debates and decisions about the future of work in Australia, this kit provides everything needed to run a discussion session on the future of work with women in the community. It consists of a guide for users, workshop guide, topic sheets, and background reading. The guide for users introduces the topic of the future of work, covers how to use the kit, and provides hints for facilitators. The workshop guide is a step-by-step outline for a three-hour workshop session on the future of work. It covers welcome and introductions, thinking about work, changes in work, looking to the future, shaping our future, and winding up. The left-hand pages contain brief step-by-step instructions that guide the facilitator through the various workshop activities. They also contain extra hints and prompts that might be useful as references during the session. The right-hand pages contain a number of fully scripted pieces. These are work-for-word examples of how particular sections of the workshop might be presented. "The Future of Work: An Overview" is a background reading that provides additional information about the changes reshaping work. Five topic sheets focus on issues relevant to the future of work: "Broader Horizons or Narrower Options? Globalisation and Internationalisation"; "A Fair Day's Work--Wage Fixing and Industrial Relations"; "Divided We Stand? Poverty and Inequality"; "But What Can We Do? How Communities Are Responding"; and "The Basis of the Bargain--Some Key Issues for Women." They provide facts and information, identify key questions relating to the topic, and include a resource that might stimulate discussion. The guide includes a number of transparencies that illustrate particular points during the session. (YLB)

ED 419 963 CE 076 654

Bossard, Pam; Hollway, Jill; Mackey, Jonquil
To Write?...Too Right!
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Basic Skills; Course Content; Foreign Countries; Journal Writing; Learning Activities; Units of Study; *Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Skills; *Writing Strategies
IDENTIFIERS- Australia

This self-instructional manual was developed in Australia for people who would like to learn about the writing process. about it. It provides an introduction to the key features of four kinds of texts, covering: (1) "Writing for Yourself"--keeping a journal and "what" to write in it; (2) writing to communicate with others; (3) ideas for inspiration; and (4) help with final editing and checking structure, grammar, punctuation, and spelling. Examples and worksheets are provided to assist writers as they work through the step-by-step plan. (KC)

ED 419 964 CE 076 656

Calder, Judith; McCollum, Ann

in the broad business education spectrum. The index contains 1,935 citations. All entries have the title, author(s), publication, volume and number, inclusive pages, and date. Articles are arranged in alphabetical order by major subject category and then by subcategories. Major subject categories include the following: basic business, communications, curriculum, document design and production, general educational issues, information systems, office management, personnel issues, research and methodology issues, teaching strategies, and training and development. (KC)

ED 419 981 CE 076 688

Frantz, Nevin R., Jr.
An Annotated Bibliography on Workforce Preparation Issues in the United States.
PUB DATE- 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Vocational Education; Books; Citations (References); *Education Work Relationship; Educational Needs; *Educational Research; Job Skills; *Job Training; Journal Articles; *Labor Force Development; Organizations (Groups); Postsecondary Education; Secondary Education; *Vocational Education

This annotated bibliography was prepared to identify work force preparation issues and their implications for vocational teacher preparation. The bibliography was compiled to provide a broad-based, representative review of the recent literature and documents dealing with trends and issues concerning the workforce preparation of youth and adults in the United States. Sources included the following: library computer information searches, "Books in Print," catalogs, organizations, government agencies, research centers, policy institutes, and a review of databases. The bibliography contains 76 books, 7 chapters in books, 43 reports of organizations, 48 journal articles, and 2 conference presentations. It also provides names, addresses, and telephone numbers for 105 information sources on work force preparation issues in the United States. (KC)

ED 419 982 CE 076 691

Managing the Risks of Work-based Learning: A Resource Guide.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; *Education Work Relationship; Elementary Secondary Education; Employer Employee Relationship; *Legal Responsibility; *Occupational Safety and Health; Prevention; Risk; *Risk Management; Safety; *School Business Relationship; Secondary Education; *Work Experience Programs

This guide examines a process for managing the risks to students, schools, and employers when students go into the workplace. The guide was created for the following purposes: to aid schools and employers to be better informed about the necessity and the means of protecting students from harm; to encourage more employers to provide work-based learning opportunities; and to leads to a reduction or remission of the disorder or problem at a rate higher than occurs with the passage of time or that it outperforms an alternative active treatment. Knowledge that a treatment has been shown to be efficacious should affect decisions about how one practices psychotherapy. The use of treatment guidelines and EST's in managed care psychotherapy is presented. The paper further discusses advances in chronic pain assessment and treatment as well as treatment comparisons; lists diagnostically relevant outcome measures; presents summaries of research on EST's for psychophysiological disorders and psychological treatment approaches for irritable bowel syndrome; and describes treatments and outcome measures for migraines and tension headaches. Other disorders are discussed briefly. A list of empirically supported treatments is appended. (MKA)

ED 420 001 CG 028 465

Doran, Matt; Smith, Allyson; Edwards, Mike; Hamilton, Jared; Morse, Laura; Hoppel, Andrea; Chambliss, Catherine
Preferred Psychological Internet Resources for Addressing Bipolar Disorder, Autism, and Depression.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Depression (Psychology); Educational Resources; Higher Education; *Internet; Psychology; Undergraduate Students
IDENTIFIERS- *Manic Depression

The development of the Internet offers a new means of obtaining several types of psychological assistance. Various web sites have been created for the purpose of providing information about psychological problems and offering support to those with a wide spectrum of behavioral health problems. Unfortunately, the quality of these sites is not regulated and therefore varies widely. Preferred sites pertaining to bipolar disorder, autism, and depression were extracted from a sample of 210 sites related to these problems. This paper presents a study in which six undergraduate psychology majors examined these sites. All sites had been rated among six dimensions of quality, including accuracy, practicality, normalization, sense of belonging, referral, and feedback mechanisms. A list of addresses for the top three sites (as evaluated by the students) for each topic is included along with descriptions of the top sites. (MKA)

ED 420 002 CG 028 469

Reed, Jocelyn G.; Feibus, Mary L.; Rosenfield, Sylvia
A Conceptual Framework for Choosing Social Skills Programs.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Evaluation; Elementary Education; *Emotional Adjustment; *Interpersonal Competence; Program Evaluation; *Social Development

This paper presents a data-based, conceptual framework to assist which impact how they learn. Therefore this program's design focuses on total growth and development, meeting the needs of the adolescent's intellectual development, as well as social, physical, and emotional areas. An introduction to career exploration for the middle school level is presented in chapter 1. Chapter 2 provides a brief review of the literature on concepts related to career development. Explored in chapter 2: choice on the world of work; analyzing personal characteristics; learners' needs; career development theories; family and consumer sciences programs; and career exploration. Each concept is discussed and an example of a lesson plan is provided; a guide to the lesson categories is provided as well. A listing of possible resources for career exploration is also presented. Chapter 3 provides a summary of the career development concepts covered. (MKA)

ED 420 022 CG 028 515

Smith, Robert C., Jr.; Collins, Emily
Independent Evaluations: A New Twist to an Old Problem.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual National Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Contracts; Elementary Secondary Education; Parents; *Psychological Evaluation; School Psychologists; Special Needs Students
IDENTIFIERS- *Independent Evaluations

Independent evaluations are usually requested when a parent disputes the psychological evaluation of his or her child completed by school officials. These independent evaluations are comparable to a second opinion as found in other professions. However such evaluations are often fraught with problems, including qualifications of the examiner, recommendations made, and cost. This paper describes an independent evaluator agreement made between two cooperating school agencies. Problems associated with the standard method of obtaining independent evaluations are discussed. The paper describes the development of the agreement and its track record over four years, and reports on successful court cases involving the agreement. A copy of The Cooperative Agreement for Independent Psychological Evaluations (the agreement discussed) is included. The Independent Evaluator List, a form on which to list evaluators and their specialties, is also provided. (MKA)

ED 420 023 CG 028 519

Hagemeier, Cherie; Bischoff, Lisa; Jacobs, James; Osmon, William
Role Perceptions of the School Psychologist by School Personnel.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual National Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education;

(150)
DESCRIPTORS- Classroom Techniques; Education Courses; Higher Education; Instructional Materials; Methods Courses; Preservice Teacher Education; *Preservice Teachers; *Reading Material Selection; *Student Reaction; *Supplementary Reading Materials; *Textbooks
IDENTIFIERS- *Self Selection (Reading)

To expose students to classic, contemporary, and other important literature in the field and to encourage wide reading, students were given the opportunity to self-select a text to read in addition to their usual required college text. Students were given lists of possibilities to choose from but they were free to select any text, as long as they felt it related to course content (reading education). Time was allowed during the semester for each student to share his/her book with the whole class. Students were also encouraged to comment when their text's content related to class discussion. Materials are included that provide the list of titles chosen by the students, their reasons for their choice, the resource lists offered to them as suggestions, and a report form that could be used in class. (Author/CR)

ED 420 045 CS 013 212

Briggs, Kerri L.; Thomas, Kay
Patterns of Success: Successful Pathways to Elementary Literacy in Texas Spotlight Schools.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Instructional Leadership; Primary Education; Reading Ability; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; School Culture; *School Effectiveness; Student Evaluation; Teacher Administrator Relationship; Teaching Methods
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

A study examined the experiences of students, teachers, and principals involved in the day-to-day teaching of early elementary reading in four of the 12 Texas "Spotlight Schools" (schools that emphasize early elementary reading and are useful in helping all children to read). Data were collected during four-day site visits to each school. During these visits, teachers were interviewed about their teaching practices, classroom instruction was observed, and principals were interviewed about how they support instruction. Results indicated that (1) teachers met with other grade-level teachers to discuss reading; (2) principals were involved with teachers' lesson planning; (3) schools used a variety of programs and materials to teach reading; (4) students took home reading materials; (5) students participated in reading incentive programs; (6) teachers organized and directed most of the reading instruction; (7) students worked in small groups during reading instruction; (8) students worked alone during reading instruction; (9) teachers organized small groups that were usually based on ability within the class; (10) schoolwide strategies helped teachers use time more effectively; (11) teachers used many approaches to assess reading ability; (12) teachers had information about students' reading ability at the beginning of the year; (13) schools analyzed formal test data; (14) schools prepared for the TAAS (Texas Assessment of Academic Skills) in different ways; (15) teachers developed skills through formal and informal learning opportunities; (16)

ED 420 065   CS 216 356

Addonizio, Kim; Laux, Dorianne
The Poet's Companion: A Guide to the Pleasures of Writing Poetry.
PUB DATE- 97
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Writing; Independent Study; *Poetry; Poets; *Writing Exercises; *Writing for Publication; *Writing Processes; Writing Workshops
IDENTIFIERS- *Authorship; Poetic Forms; Poetics

Intended for anyone who wants to write poetry (and do it well), this guide provides the "nuts and bolts" of craft and process, as well as the sources of inspiration. The guide contains brief essays on the elements of poetry, technique, and suggested subjects for writing; each essay is followed by distinctive writing exercises. Included are tips about getting published, writing in the electronic age, grammar, and revision. The guide can be used in a semester-long class or in a poetry workshop, but it can also be used independently of the class setting. Appendixes contain a list of helpful books on poetry and writing; selected anthologies for further reading; addresses of markets for poems; and a list of further resources for writers. (NKA)

ED 420 066   CS 216 357

Spence, Linda
Legacy: A Step-by-Step Guide to Writing Personal History.
PUB DATE- 97
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autobiographies; Family History; *Life Events; *Personal Narratives; Reminiscence; *Writing Processes
IDENTIFIERS- *Authorship; Lifewriting; *Personal Writing; Purpose (Composition)

Based on the idea that a personal history is a gift to share and can restore the connection between generations, this book is animated by the belief that life has value and knowledge for others. The book traces the writing process of producing a personal history with supportive coaching, stimulating questions, shared memories, and evocative photographs. Following a preface, the book situates its chapters in chronological order, i.e.: "The Gift of 'Legacy'"; "Beginnings and Childhood"; "Adolescence"; "Early Adult Years"; "Marriage"; "Being a Parent"; "Middle Adult Years"; "Being a Grandparent"; "Later Adult Years"; and "Reflections." (NKA)

ED 420 067   CS 216 360

Hawk, Byron
Rogerian Rhetoric: Pedagogy and the Ethos of Seduction.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the

Meeting (Rome, Italy, July 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Development Communication; Developmental Programs; Higher Education; Program Descriptions; *Training; Workshops
IDENTIFIERS- Communication Context; *Cornell University NY; *Training Needs

This paper focuses on training people to carry out the communication component of development programs. The paper begins with a description of some of the issues on the communication frontier that affect development programs, and then notes three kinds of communication training that stand out: designing and managing communication interventions; information managers; and research and evaluation specialists. It then discusses short-term workshop training in the United States, noting that the idea of planning and strategy appears frequently in short term communication workshops, and that workshop participants typically are front line practitioners who deal with a variety of subject matter areas and who have a wide variety of motivations for attending the workshops. It then discusses long-term academic training, noting that the era of government funding and fostering of development communication as a formal academic course of study appears to be dying, if not already dead. The paper next describes the academic training in development communication available at Cornell University. It concludes with a comparison of short-term training and long-term education in development communication. An appendix contains a summary of record, a description of requirements for the communication major at Cornell University, a list of the courses of study in communication at Cornell, and a list of graduate student research at Cornell on development communication from 1971 to 1998. Contains 27 references. (RS)

ED 420 087 CS 509 855

Colle, Royal D.
Connecting the Information Superhighway to the Grass Roots: Some Perspectives on Community-Based Communication Centers.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the International Communication Association (47th, Montreal, Quebec, Canada, May 22-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Development Communication; Foreign Countries; Information Sources; *Information Technology; *Internet; *Rural Development; *Telecommunications
IDENTIFIERS- Grassroots Efforts; Technology Integration; World Bank

This paper considers the importance of information and communication in rural development programs, especially their centrality to building the knowledge, motivation, and skills that lead to behavioral change in health, nutrition, family planning, economic enterprises, and agricultural development. The countries of Thailand and Indonesia, for example, have worked directly on demonstrating the role that communication teachers, and administrative/counseling personnel. Results revealed several themes: block scheduling helped students feel more empowered about learning, and teachers reported more empowerment in their instructional role. More assigned homework was being completed, and teachers indicated satisfaction about the demands on their time. Findings indicate that block scheduling basically benefited all students equally, regardless of ability level, attitude toward school, and degree of school success. Students' tardiness decreased and their management of books, materials, and schoolwork improved. The report suggests that supports--materials and supplies--must be provided for the ongoing success of block scheduling. (Contains 13 references.) (RJM)

ED 420 107 EA 029 078

Cooper, Robert; Slavin, Robert E.; Madden, Nancy A.
Success for All: Improving the Quality of Implementation of Whole-School Change through the Use of a National Reform Network.
PUB DATE- 98
NOTE- 31p.; Revised version of paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Innovation; Elementary Secondary Education; Models; Professional Development; Program Effectiveness
IDENTIFIERS- *Success for All Program

The role and importance of national reform network participation in the implementation of one of the most successful U.S. whole-school reform efforts--Success for ALL (SFA)--is profiled here. The paper explores this educational network beyond professional development and examines the relationship between participation in SFA's national reform network activities and the quality of program implementation. Part 1 briefly describes the SFA model for school change and its major components. Then, after presenting a theoretical framework for understanding educational networks and how they can be used in supporting whole-school change, the analysis turns to how network activities are used to facilitate quality implementation of SFA. Two types of network activities are explored: (1) participation in a national conference; and (2) participation in local support network activities. The findings illuminate key connections between network participation and the quality implementation of whole-school change. It is suggested that national reform network activities play a key role in the development and expansion of whole-school change models. Appended is a list of the variables explored under the headings outcome measures, program structure, and reading curriculum/strategies. (Contains 18 references.) (RJM)

ED 420 108 EA 029 079

Reducing Class Size: What Do We Know?
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Class Size; Elementary Secondary Education; Literature Reviews; Program Effectiveness; Small Classes;

(David Braddock, Richard Hemp, Susan Parish, James Westrich, and HyeJung Park) describes the survey's data collection procedures and provides tables and graphs showing trends such as closures of state-operated mental retardation institutions, daily costs per resident in public institutions, and public spending for developmental disabilities by state and year. Chapter 3, "Toward Family and Community: Mental Retardation Services in Massachusetts and New England" (David Braddock and Richard Hemp), compares services in Massachusetts to New England as a whole. Chapter 4, "Medicaid, Managed Care, and Developmental Disabilities" (Richard Hemp, David Braddock, and James Westrich), identifies key issues in Medicaid and managed care pertaining to persons with developmental disabilities. The remainder of the book presents detailed graphs and tables for each state showing community services, institutional services, trends in spending for MR/DD institutional and community services, trends in total developmental disabilities spending and fiscal effort, trends in Medicaid and Medicaid components spending, individual and family support services, and expenditure details. These graphs and tables are also provided for the United States as a whole. (DB)

ED 420 127 EC 306 463

Reisner, Helen; Simpson, Jenifer
Advocacy--Taking Charge: How To Do It.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Conflict Resolution; *Disabilities; *Interpersonal Communication; Parent Participation; *Parent Role; *Parent School Relationship

This brief guide for parents of children with disabilities offers tips on being the child's advocate. Parents are first urged to believe in their child, believe in their own intuition, and educate themselves. They are also encouraged to: (1) document events and encounters including both objective facts and subjective response, (2) document and negotiate effective telephone calls, (3) support telephone calls with effective letters, (4) attend and advocate for the child in meetings, (5) utilize legal representation or alternate dispute resolution means when necessary, and (6) use anecdotes to illustrate major points. The guide concludes by urging parents to pick their battles and congratulate themselves for each achievement. (DB)

ED 420 128 EC 306 464

The Medically Fragile Child in the School Setting. Second Edition.
PUB DATE- 97
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collective Bargaining; Compliance (Legal); Conflict

ED 420 147 EC 306 491

Burns, Edward
Test Accommodations for Students with Disabilities.
PUB DATE- 98
NOTE- 332p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Federal Regulation; Individualized Education Programs; Scores; State Regulation; *Student Evaluation; *Test Interpretation; *Test Reliability; Test Use; *Test Validity; *Testing Problems; Time; Timed Tests
IDENTIFIERS- Individuals with Disabilities Education Act Amend; *Testing Accommodations (Disabilities)

This book considers legal questions, theoretical issues, and practical methods for meeting the assessment needs of students with disabilities. It is comprised of ten chapters and includes test accommodation topics relating to federal and state regulations (including the Individuals with Disabilities Education Act Amendments of 1997), problems concerning reliability and validity, and practical strategies for planning test accommodations and adapting and modifying tests. In Chapter 1, "Regulations and Accommodations," a general foundation for making test accommodations is provided, and in Chapter 2, "Test Accommodation Reliability and Validity," important issues relating to the reliability and validity of test accommodations are presented. In Chapter 3, "Test Accommodation Planning," the need for general test accommodations planning is discussed, and Chapter 4, "IEP Test Accommodations," deals primarily with test accommodations designated by Individualized Education Programs. Chapter 5, "Test Adaptations," Chapter 6, "Test Format Modifications," Chapter 7, "Scheduling and Time Modifications," and Chapter 8, "Response Modifications," are concerned with problems, techniques and strategies relating to test accommodations. In Chapter 9, "Test Score Accommodations," methods for interpreting test scores are discussed, and in Chapter 10, "Test Score Comparisons," techniques used to compare test scores and the need for special education, related services, and test accommodations, are examined. (Contains 165 references.) (Author/CR)

ED 420 148 EC 306 495

Catalano, Robert A.
When Autism Strikes: Families Cope with Childhood Disintegrative Disorder.
PUB DATE- 98
NOTE- 250p.; Foreword by Fred R. Volkmar.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; Case Studies; *Child Development; *Etiology; *Neurological Impairments; Personal Narratives; Young Children
IDENTIFIERS- *Childhood Disintegrative Disorder

This book examines childhood disintegrative disorder, which is seen to be a disorder apart from autism although it has qualifications (including first and second language proficiency) and training of staff (including training/certification in bilingual or English-as-a-Second-Language (ESL) instruction); and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, first of 4 of the final report, contains a summary of the findings and conclusions in the areas noted above, and additional findings concerning language group concentrations,interactions between teachers and between LEP and other students, awareness and support for LEP services, parent/community involvement, an achievement test data availability. (MSE)

ED 420 168   FL 024 664

Hopstock, Paul J.; Bucaro, Bonnie J.; Fleischman, Howard L.; Zehler, Annette M.; Eu, Hongsook
Descriptive Study of Services to Limited English Proficient Students. Volume 2: Survey Results.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 93
NOTE- 495p.; For Volumes 1, 3, and 4 in this series, see FL 024 663 and FL 024 665-666.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Bilingual Education Programs; Costs; Elementary Secondary Education; *English (Second Language); Geographic Distribution; *Identification; Institutional Characteristics; Language Minorities; *Limited English Speaking; National Surveys; Parent Participation; Peer Relationship; School Community Relationship; Staff Utilization; *Student Characteristics; Tables (Data); Teacher Characteristics; *Teacher Qualifications
IDENTIFIERS- Elementary Secondary Education Act Title VII

The report presents results of a study of: the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/certification in bilingual or English-as-a-Second-Language (ESL) instruction); and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, second of 4 of the final report, contains information on the survey methodology and results in the areas noted above, and additional results concerning school

Weather
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section contains a collection of pictures that can be used as visual aids in language instruction; the picture bank is also available on an accompanying CD-ROM (not included here). An introductory section describes the contents of the picture bank files and suggests ways in which the pictures can be accessed and used. Subsequent sections contain drawings and cartoons organized by: competency/topic (personal introductions/meetings, accommodation/home/buildings, agriculture and village, animals and nature, clothing, communications, community/leisure time/sports, daily routines, family, food/shopping, health and safety/medical, literacy, miscellaneous, money, professional-office, school, time/weather, and travel/transportation); grammar-reference; people portrait pictures; text markers-check boxes, arrows; country-specific pictures; and the hypercard picture bank. (MSE)

ED 420 188 FL 025 288

Bell, Nancy, Ed.; Evans, Bruce, Ed.; Wang, Shuhan C., Ed.
Working Papers in Educational Linguistics. Volume 13, Number 2.
PUB DATE- 97
NOTE- 67p.; For individual papers, see FL 025 289-292.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Determiners (Languages); Educational Strategies; English (Second Language); Foreign Countries; Indigenous Populations; Korean; *Language Maintenance; *Language Planning; Language Proficiency; Language Research; Learning Processes; *Linguistic Theory; Pragmatics; Public Policy; Second Language Instruction; Second Language Learning; Time Factors (Learning); *Uncommonly Taught Languages
IDENTIFIERS- *Requests

Four papers on linguistic theory and language research include: "Language Policy, Language Education, and Language Rights: Indigenous, Immigrant, and International Perspectives" (Nancy H. Hornberger), a discussion of how language policy and language education serve as vehicles for promoting the vitality, versatility, and stability of indigenous languages; "Talk to Me! The Development of Request Strategies in Non-Native Speakers of English" (Caryn L. Francis), a study of development of pragmatic competence across nine levels of English proficiency; "English Article Deletion in Korean EFL Learners' Compositions" (Hikyoung Lee), an analysis of the linguistic and social factors influencing deletion of the definite and indefinite article in the written compositions of Korean learners of English; and "Effects of Instructional Strategies on Second Language Acquisition Process" (Victoria Jo), a discussion of instructional strategies based on three dimensions (experiential-analytic, implicit-explicit, intralingual-crosslingual) in code-focused second language instruction. (MSE)

ED 420 189 FL 025 289

Hornberger, Nancy H.
Language Policy, Language Education, and Language Rights:

ED 420 209 FL 025 311

Aboh, Enoch Olade
On the Syntax of Gungbe Noun Phrases.
PUB DATE- 98
NOTE- 57p.; Paper presented at the Annual Meeting of the African Language and Linguistics Colloquium (27th, Leiden, Netherlands, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; *Determiners (Languages); Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Gungbe

An analysis of Gungbe, an African language, proposes that the determiner phrase (DP) has a head-initial underlying structure, and that the determiner system involves a more articulated structure, with the DP including different functional projections. The determiner and its number projection host the specificity marker and the number marker respectively. In terms of split-determiner hypothesis, they are considered two interrelated components of the determiner and must be in local relation. Further, it is proposed that the surface noun phrase-determiner-number projection found in Gungbe and in Gbe languages generally results from application of the Generalized Licensing Criterion. Extending the split-determiner hypothesis to the Gungbe pronominal class, a tripartition is suggested, with three pronoun types identified. Contains 68 references. (MSE)

ED 420 210 FL 025 313

Smallwood, Betty Ansin
Staff Training for Alexandria Head Start in ESL Methodology.
SPONS. AGENCY- Alexandria Early Childhood Commission, VA.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cross Cultural Training; Cultural Pluralism; Diversity (Student); *Educational Needs; *English (Second Language); Family Influence; Inservice Teacher Education; Intercultural Communication; *Language Minorities; Methods Courses; Multicultural Education; Parent Participation; *Preschool Education; Program Evaluation; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Project Head Start; Virginia (Alexandria)

The project described here evaluated the extent to which the Alexandria (Virginia) Head Start program addresses the needs of preschool English-as-a-Second-Language (ESL) and provided teachers with training to enhance their students' language development. While over 40 percent of the children spoke a language other than English as their first language, none of the teachers had any formal training in ESL methodology or second language development. The training involved classroom observation, informal classroom participation of the trainer, consultation with individual staff, demonstration teaching, and classroom videotaping. Site-based training took place during could benefit families who already take advantage of the tax code. These findings are documented in chapters discussing grant-aid recipients, beneficiaries of tax policies, and proposed federal tax policies. (Contains 36 reference endnotes.) (DB)

ED 420 231 HE 031 281

The Verification Guide, 1998-99.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Compliance (Legal); Decision Making; *Eligibility; Federal Regulation; *Government School Relationship; Higher Education; *Need Analysis (Student Financial Aid); *Student Financial Aid
IDENTIFIERS- Higher Education Act 1965; Income Verification; *Verification

This guide is intended to assist financial aid administrators at postsecondary education institutions in completing verification, the process of checking the accuracy of the information students provide when they apply for financial aid under student financial assistance (SFA) programs administered by the U.S. Department of Education. The first chapter specifies which programs require verification and which do not, how to handle applications with conflicting information, and which applications must be verified, including the 30 percent verification option and verification exclusions. Chapter 2 details required verification items and documentation, including verification of household size, the number of household members enrolled in postsecondary education, adjusted gross income and U.S. income tax paid, and untaxed income and benefits. The third chapter covers completing the verification process. Sections consider options until verification is complete, if the student fails to provide documentation, and if completed verification reveals no errors; verification status codes; options if verification reveals incorrect or outdated information; the tolerance option instead of correcting minor errors; making corrections; and updating. Chapter 4 discusses rules and procedures for recovering funds from overpayments, overawards, referrals, and suspected fraud. Chapter 5 details requirements concerning written policies, information for the applicant, and a system for identifying inconsistencies. A sample copy of the 1998-99 verification worksheet is included. (DB)

ED 420 232 HE 031 282

National Direct Student Loans and Federal Perkins Loans. Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. Amendment Change 1997-98.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Loan Repayment; *Low Income; Student Loan Programs; Teachers
IDENTIFIERS- *Loan Forgiveness; Perkins Loan Program

affirmation or marginalization among female full professors at a research university. Semistructured interviews conducted with 26 female full professors at Iowa State University covered questions in four primary areas: promotion and tenure experiences, institutional citizenship and belonging, intersections between professional and personal lives, and stress. Three primary work roles were identified from the interviews: disciplinary expert, mentor or model, and change agent. It was found that while all respondents clearly adopted the disciplinary expert role, patterns surrounding the other two roles were often more complex and subtle. Affirmation was generally experienced by respondents through student, collegial, and institutional recognitions of expertise and effectiveness. Marginalizing experiences included serving token roles on committees or other bodies and being a "lone voice" on issues of gender equity. (Contains 16 references.) (MDM)

ED 420 252 HE 031 304

Perna, Laura Walter
Differences in the Decision To Attend College among Blacks, Hispanics, and Whites.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Attendance Patterns; Black Students; *College Attendance; College Bound Students; Cultural Differences; Cultural Influences; Decision Making; Enrollment; Enrollment Influences; High School Graduates; High Schools; Higher Education; Hispanic Americans; Minority Group Influences; Minority Groups; Models; Noncollege Bound Students; *Racial Differences; Sociocultural Patterns; *Socioeconomic Influences; Tables (Data); White Students
IDENTIFIERS- Hispanic American Students; National Education Longitudinal Study 1988

This study examined the extent to which the relative influence on college investment decisions of economic, academic, structural, social, and cultural capital varied by racial/ethnic group. Data from the third (1994) follow-up to the National Education Longitudinal Study of 1988 were used. The adjusted weighted sample included 11,933 individuals who graduated from high school in 1992. The study found that, on average, Blacks and Hispanics had less economic and academic capital than Whites. Black high school graduates were observed to have more of some types of social and cultural capital than high school graduates of other ethnic groups, in that they were more likely to express interest in earning advanced degrees, receive help from their high schools with college admissions materials, and use more than one tool to prepare for college admissions tests. After controlling for differences in economic, academic, structural, social, and cultural capital, the probability of enrolling in a four-year college or university in the fall after graduating from high school was 11 percent higher for Blacks than for Whites. The probability of enrollment was about equal for Hispanics and Whites. (Contains 33 references.) (MDM)

ED 420 253 HE 031 305

Finance; Educational Improvement; Higher Education; Long Range Planning; Needs Assessment; Resource Allocation; Special Schools; *State Colleges; *State Universities; *Statewide Planning; Tables (Data)
IDENTIFIERS- *New Mexico; *New Mexico Commission on Higher Education

This report presents the recommendations of the New Mexico Commission on Higher Education for funding public institutions of higher education in fiscal year 1998-99. An executive summary notes the recommendations' four key components: (1) a $28.7 million overall increase in higher education funding; (2) a commitment by institutions and the Commission to implement clear accountability measures; (3) a commitment by the institutions and the Commission to implement performance-based funding measures and to aggressively address deficiencies in retention rates, graduation rates, and quality assessments; and (4) a commitment by the institutions and the Commission to work through an Excellence in Higher Education Investment Fund to respond rapidly to specific state-level issues. The report presents six specific funding recommendations in order of priority, including base funding, compensation increases, and equipment replacement. An additional 14 recommendations that answer other needs are also listed. After an overview of the recommendations, tables present detailed financial data for instructional and general funding presented separately for four-year and two-year institutions, for the equipment replacement formula, and for the building renewal and replacement formula. Tables also detail financial recommendations for special schools: medical, military, and for the deaf and visually handicapped. (DB)

ED 420 272 HE 031 329

Ponton, Beatriz Calvo; Ganster, Paul; Leon-Garcia, Fernando; Marmolejo, Francisco
A Region in Transition: The U.S.-Mexico Borderlands and the Role of Higher Education. The Border Pact Report. Understanding the Differences Series. Working Paper No. 6. Draft.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 47p.; Papers prepared for the Border Pact Conference (August 28-29, 1997, Tijuana, Mexico and San Diego, California).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; *Cooperative Programs; Cultural Influences; *Educational Trends; *Higher Education; *International Cooperation; Surveys; Trend Analysis
IDENTIFIERS- *Mexico United States Border

This document is intended to foster cross-border collaboration in higher education and includes three papers examining issues and concerns characteristic of the border states of the United States and Mexico. It also reports findings of a survey of institutional leaders at 38 postsecondary institutions in the U.S.-Mexico border states. The first paper, "The U.S.-Mexican Border Region" (Paul Ganster) examines the function of borders and border regions, defines the U.S.-Mexican border region, and discusses characteristics of the border region's political and legal systems, economic asymmetries, demographic features, culture, and higher education structure. The second paper, "The Border: An Approach Through History and Culture" (Beatriz Calvo Ponton) discusses the historical context of regional processes, everyday life and social relationships, the border area, the

of a Joint Industry/University Designed Program Featuring Integrated Delivery Methods.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 24p.; This report is one of a series from a project entitled "Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Case Studies; *Computer Interfaces; Computer Software Development; Cooperative Programs; *Corporate Education; Corporate Support; *Course Evaluation; *Distance Education; *Education Work Relationship; Extension Education; Graduate Study; Higher Education; Man Machine Systems; Nontraditional Education; Nontraditional Students; Program Effectiveness; *School Business Relationship; Student Attitudes; Summative Evaluation; Telecommunications; Telecourses
IDENTIFIERS- IBM Corporation; *Rensselaer Polytechnic Institute NY

This case study presents information about a graduate-level certificate program in human computer interaction that was added to the Rensselaer Polytechnic Institute (New York) satellite video program in 1996, as a cooperative program between the institution and the IBM Corporation. The program was designed for individuals who work in computer industry occupations where human-computer interfacing efficiency is important. Four courses, featuring a "humanized" distance learning model that incorporates significant interaction during the synchronous broadcast events, were developed. Results of the study indicated that: (1) there was little variation among final grades for students enrolled in the three modes of study (studio site, videoconferencing sites, and videotape sites); (2) students at the videotape and studio sites rated the course slightly higher than those at the videoconferencing sites; (3) remote site students rated the course somewhat below a traditional course; (4) 77 percent of respondents indicated that they would not have been able to take the course if it had not been delivered to their workplace; (5) faculty felt that using technology in these courses improved their teaching overall; (6) tuition revenues more than covered the direct costs of providing the program; and (7) the program appears to generate learning outcomes at least equivalent to campus instruction. (MAB)

ED 420 292 HE 031 365

Redfern, Alicia King, Ed.
"25 Years of Educational Excellence." Special Issue Commemorating the 25th Anniversary of the Journal of the Pennsylvania Black Conference on Higher Education, Inc.
PUB DATE- 96
NOTE- 99p.; Papers presented at the Pennsylvania Black Conference on Higher Education (25th, Philadelphia, PA, February 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Black Students; *College Athletics; College Students; Higher Education; *Multicultural Education; *Outcome Based Education; Outcomes of Education; Racial Attitudes; Racial Bias; *Student College Relationship

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Careers; *Employment Opportunities; Futures (of Society); Government Employees; *Government Role; Information Policy; *Information Scientists; *Information Services; Information Sources; *Information Technology; Strategic Planning; Vendors; Work Environment
IDENTIFIERS- Outsourcing

Attention has been focused on critical shortages of information technology professionals. These shortages have begun to affect the ability of state and local governments to perform core operations, meet new agency program needs and support the development of new enterprise-wide capacities. The shortages are not expected to disappear any time soon. Absent proactive measures, government agencies can expect to experience more severe effects as the information technology (IT) workplace reaches retirement age. (The current average age of IT professionals in state service is estimated at 47 years.) Given these dynamics, organizations are currently relying on one or more of three strategies to overcome shortages: (1) outsourcing; (2) use of contracted services; and (3) enhanced attempts at staff recruitment and retention. Each one of these strategies involves cost and risks. Without an overall plan for management and a strategic investment of IT resources tied to a plan for the effective use of information to support new business and enterprise-wide needs, responses to the staffing shortage are likely to be disjointed, ineffective and sub-optimal. Success in achieving the goal of adequately transforming the state and local government workforce in the face of a developing information economy could very well mark the success or failure of government's overall transition to a more efficient, effective and citizen-friendly enterprise. (Author/AEF)

ED 420 313 IR 057 058

Keyser, Marcia W.
Index and Bibliography of Cooperative and Active Learning Techniques for Use for Library Instruction, 1989-1997.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Active Learning; *Cooperative Learning; *Educational Research; Higher Education; Information Retrieval; Information Seeking; Information Sources; Instructional Innovation; *Library Instruction; Literature Reviews; Teaching Methods

The benefits of cooperative and/or active learning techniques for academic library instruction have been well established in the literature of the field. However, learning about and finding appropriate techniques can be a time-consuming and frustrating task. The following is a listing of cooperative learning and active learning techniques published in the library or educational literature between 1989 and 1997. Sources selected are viewed as being the most relevant for use in academic libraries. Each technique is identified with the author(s) of the source article(s); the list is followed by a bibliography of the materials cited. This list is intended as a finding tool, not as a definitive source of teaching techniques. Librarians and teachers interested in cooperative or active learning are strongly advised to read several of the articles percent considering a technical college. Results from the work force survey suggested that employers expect higher levels of skill and competency in the work force, especially in writing, mathematics, thinking, computer literacy, and leadership. The focus groups agreed with this assertion, noting that a strong foundation in the academic basics is vital to obtaining more advanced, technically specific skills. Finally, the community survey showed that one-hundred percent of the alumni citizens who responded were satisfied with the quality of the course they'd taken at STC, and would recommend the college to a friend. (Contains 13 graphs.) (EMH)

ED 420 335 JC 980 281

Clagett, Craig A.
Funding Information Technology in Maryland Community Colleges. Executive Summary, Technical Report, Survey Questionnaire, and General Assembly Bill.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Computer Assisted Instruction; Computer Managed Instruction; Computer Networks; *Computer Uses in Education; Distance Education; Educational Administration; Educational Improvement; *Educational Needs; *Educational Technology; Equipment Maintenance; Faculty Development; Instructional Development; Instructional Improvement; Organizational Objectives; School Surveys; Teaching Methods; Technology Education; Two Year Colleges

During June and July of 1997, the Maryland Community Colleges Technology Council conducted a survey of all 18 community colleges in Maryland to determine the existing state of campus instructional and administrative technologies, and to learn the technology needs and plans of the colleges for the following five years. The survey asked about instructional technology, intercampus networks and distance learning initiatives, technology support, administrative systems, and campus technology infrastructure. Results indicated that the 18 community colleges in Maryland used 11,599 personal computers for instructional purposes, and 4,831 for administrative functions. However, only 28% employed current technology, and the colleges anticipated needing 6,974 additional computers by the year 2003. To fulfill college plans, 1,190 faculty needed to be trained in multimedia instructional techniques between July 1997 and 2003. A total of 797 needed training in distance learning methodologies, and 226 additional technical support staff will be needed to install and maintain needed instructional and administrative networks, hardware, and software. Administrative systems needed improvements at a majority of campuses, because less than half had fully integrated systems running on relational databases on client-server platforms. Infrastructure upgrades were also needed at most campuses. (YKH)

ED 420 336 JC 980 282

TELETECHNET--Old Dominion University and "Two Plus Two" Programs at Community Colleges in Virginia: A Case Study in the Benefits and Costs of an Intercampus Instructional Television Network.
PUB DATE- 98
NOTE- 33p.

(exiting student outcomes test). This was in order to refine the content of the related exams, and establish the degree of statistical relationship between them so that student intellectual growth might be measured between the student's point of entry and the point of exit from the institution. Administrators at Mid-Plains Community College Area (MPCCA) compared 108 pairs of ASSET and CAAP reading scores. Results indicated that reading improvement of MPCCA students was comparable with the public, two-year college normative percentages of improvement, with the majority of students achieving expected gains in their reading. In terms of writing test cohort, 163 matched ASSET/CAAP outcomes indicated that MPCCA students improved their writing ability at a slightly higher rate than the norm. For 162 ASSET/CAAP math outcomes, results indicated that although MPCCA had slightly more students improving at a lower rate than expected, they also had slightly more students improving at a slightly higher rate than the norm. (YKH)

ED 420 355   JC 980 304

Litecky, Larry
Creating Active Learning with Examples Drawn from the Social Sciences. Strategies & Solutions 2.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Active Learning; Class Activities; Classroom Environment; Cognitive Processes; Community Colleges; Critical Thinking; Educational Strategies; Experiential Learning; Learning Activities; *Learning Modules; *Learning Strategies; Program Evaluation; *Social Sciences; Teacher Role; Teaching Methods; Thinking Skills; Two Year Colleges

This document examines the intricate web of active learning strategies, focusing on how to make the student an active thinker through specific writing and speaking activities. The introduction sets the learning and teaching context for the following chapters. It establishes the importance of a positive classroom climate and of engaging student interest at the beginning of the course. Chapter 1, "Fostering Critical Thinking through Writing and Speaking Strategies," examines the importance of teaching students to think well and defines the process in which this can be achieved. Chapter 2, "Critical Thinking in the Social Sciences," provides a discipline-based definition of the critical thinking abilities and skills in the social sciences, examining the habits of the mind. Chapter 3, "Writing in the Disciplines: Fostering Critical Thinking," contains 86 activities for students, including writing assignments and tests. Chapter 4, "Spoken Thought: Collaborative, Cooperative Learning and Socratic Exchanges," contains examples of how to use speaking in active learning strategies. Chapter 5, "The Critical Thinking Process: Writing and Speaking To Make Thinking Explicit across the Curriculum," provides learning activities. Chapter 6, "Classroom Assessment: Thinking about Thinking, Teaching, and Learning," points out the importance of assessment and feedback for both students and teachers. (Contains 31 references.) (YKH)

ED 420 356   JC 980 305

adequate wages and incomes, education, training, health care, child care, and affordable housing. Demographic data for these families and the reasons for their increasing poverty are provided, including tables and graphs of this data. (JPB)

ED 420 375 PS 026 508

Lowenthal, Barbara
Precursors of Learning Disabilities in the Inclusive Preschool.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Education International (Tampa, FL, April 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Classroom Techniques; Cognitive Development; Curriculum Based Assessment; Developmental Delays; Emotional Development; Evaluation Criteria; *Inclusive Schools; *Intervention; Language Acquisition; *Learning Disabilities; Motor Development; Play; Portfolio Assessment; *Preschool Children; *Preschool Education; Social Development; *Student Evaluation

The identification of learning disabilities (LD) in preschoolers in inclusive settings presents a number of obstacles related to the federal definition in the reauthorized Individuals with Disabilities Education Act (IDEA). This definition appears to emphasize school performance, which is not an appropriate measure for preschool-age children because of natural variability in development and the lack of formal school learning. This paper identifies possible precursors and characteristics of preschool children which can predict learning problems at school age, techniques of functional assessment for busy teachers of inclusive classes, and relevant interventions. The paper asserts that rather than focusing on academic performance, evaluation should determine whether there are specific delays or deviations in the developmental domains which include the social-emotional, adaptive, motor, communication, and cognitive areas. The most common characteristics of LD at preschool age are: age inappropriate hyperactivity, impulsivity, distractibility, inattention, disinhibition, disorganization, speech/language delays, auditory processing delay, visual processing difficulties, short- and long-term memory delays, social-emotional problems, and awkwardness in gross and fine motor skills. Assessment of such behavior by teachers should be functional, able to be performed during daily routines. Such assessment includes curriculum based measurements, play assessment, and portfolios. The paper concludes by describing interventions in the developmental domains of behavior, speech and language, auditory and visual processing, cognitive, motor-adaptive, and social-emotional. Contains 46 references. (EV)

ED 420 376 PS 026 513

O'Donnell, Nina Sazer; Galinsky, Ellen
Measuring Progress and Results in Early Childhood System Development.
PUB DATE- 98
NOTE- 36p.

IDENTIFIERS- *Great Britain

Great Britain's New Deal is designed to provide unemployed individuals between the ages of 18 and 24 years with an array of counseling and guidance services called the Gateway. It will include access to independent career advice and a specialist assigned to help them overcome their particular barriers to employment. Key elements of the Gateway are as follows: early, intensive assistance to help job-ready unemployed young people into nonsubsidized jobs; additional training opportunities for individuals who are not ready for immediate employment (work with a voluntary sector organization, work with the Environmental Task Force, or full-time education and training); emphasis on placing clients into long-term employment; local community ownership and delivery of New Deal services in partnership with Great Britain's Employment Service (ES); and continued support for clients after they leave the New Deal. This document, which is designed to explain the New Deal's operational vision to ES employees, explains the following: the New Deal's aims, key elements, and delivery system; differences between the New Deal and existing services for disadvantaged youth; impacts of the New Deal on the ES; and the stages of the New Deal's operation. (MN)

ED 419 909   CE 076 495

Dench, S.
Keeping IT Together: Skills for Information Technologists. IES Report 346.
PUB DATE- 98
NOTE- 87p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; *Education Work Relationship; *Educational Needs; *Employer Attitudes; Employment Patterns; Employment Practices; *Employment Qualifications; Foreign Countries; *Information Technology; *Job Skills; Job Training; Personnel Selection; Recruitment; Technological Advancement; Training Methods
IDENTIFIERS- *Great Britain

The skill requirements for the occupation of information technologist were examined in a study in which data were collected from 4 sources: search of existing literature; preliminary exploratory interviews with an unspecified number of employers in Britain's information technology (IT) sector; in-depth interviews with nearly 20 employers who employed between 20 and several thousand employees each; and discussion of the interview findings with a small group of employers and key actors in the sector. The following trends were identified as the main changes influencing the skills required of IT staff: more complete integration of the IT function into the business process; closer relationship of IT to business needs and development of a customer/client focus; more knowledgeable users; pressure on costs and delivery times; increasing rate of change in technology; and refocusing of IT activities to keep firms abreast and possibly ahead of their competition. According to the employers interviewed, IT staff need an array of skills in the following categories: technical skills; understanding of business needs; consultancy ability; management skills; problem-solving and analytical skills; and personal characteristics and interpersonal skills. The employers also discussed their recruitment criteria, practices, and problems, and their methods of training in-house and

DESCRIPTORS- *Agricultural Production; *Animal Husbandry; Animals; Citations (References); Course Content; Instructional Materials; *Job Skills; Learning Activities; Lesson Plans; *Livestock; Meat Packing Industry; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- *Beef Cattle; Missouri

This packet contains an instructor guide and student reference for a course in introduction to beef production. The curriculum contains the following seven lessons: (1) introduction to the beef industry; (2) breeds of beef cattle; (3) principles of beef cattle selection; (4) production systems; (5) herd health; (6) herd management; and (7) industry issues. The instructor guide includes the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, and materials and equipment lists. For ease of use, the guide includes competencies and objectives at the beginning of the guide as well as incorporated within each lesson. A competency profile is provided in the front of the guide for convenient recordkeeping. In addition, 14 references are listed. An appendix includes 12 beef cattle associations with addresses and telephone numbers for further information. The guide incorporates the needed components to aid agriculture teachers to implement Vocational Instructional Management System (VIMS), a framework to use in planning and organizing to ensure excellence in Missouri's vocational education system by focusing greater attention on the management of teaching and learning. The student reference contains information sheets and summaries for each of the lessons. (KC)

ED 419 928 CE 076 535

Duncan, Kevin
Introduction to Dairy Production. Instructor Guide and Student Reference.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; *Animal Husbandry; Animals; Citations (References); *Course Content; *Dairy Farmers; Instructional Materials; *Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Missouri

This packet contains an instructor guide and student reference for a course in introduction to dairy production. The curriculum contains the following six lessons: (1) introduction to the dairy industry; (2) breeds of dairy cattle; (3) principles of dairy cattle selection; (4) herd management; (5) herd health; and (6) industry issues. The instructor guide includes the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, and materials and equipment lists. For ease of use, the guide

This book explores the connections between art and education and, specifically, the links among the art of painting, the training of artists, and the education of adults. Five chapters discuss moralization, professionalization, aestheticization, musealization, and indoctrination. "Instruction and Diversion: Moral Lessons in Dutch Art" concentrates on the ethical education of adults with the help of techniques that belong to the world of the visual arts. "Painters and Andragogues: Two Cases of Professionalization" focuses on the vocational training of painters. "Art to the People: Ruskin and Morris in the Netherlands" discusses the following the social, cultural, and educational climate in Great Britain after the Industrial Revolution; the ideas and activities of Ruskin and Morris; and their influence on leading figures in the multifaceted area of Dutch popular education. "The Museum as Educator of Adults: Commercial Success and Social Failure" examines the past of museums and results of museum education in the Netherlands. "A Genealogy of Cultural Education: In Search of Discipline" covers the following topics: successive practices with regard to a broadly defined "cultural education" of adults; how two processes of professionalization took place, one in the field of strict "art education," the other in the wider area of "sociocultural work;" and the search for links between art and discipline using quotations from "discursive networks" closely connected with the past of Dutch cultural education. The book contains 304 references. (YLB)

ED 419 946   CE 076 596

Friedenthal-Haase, Martha, Ed.
Personality and Biography: Proceedings of the Sixth International Conference on the History of Adult Education. Volume I: General, Comparative, and Synthetic Studies.
PUB DATE- 98
NOTE- 383p.; For volume II (pages 387-886), see CE 076 597. Published as volume 38 in the series "Studies in Pedagogy, Andragogy and Gerontagogy." Based on papers from the International Conference on the History of Adult Education (6th, Jena, Germany, September 2-5, 1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Adult Educators; *Biographies; Developed Nations; Educational Change; Educational Development; *Educational History; Foreign Countries; German; Individual Development; Learning Processes; Lifelong Learning; *Personality; Vocational Education
IDENTIFIERS- Croatia; *Germany

This volume includes the following papers: "Foreword: The Standing International Conference on the History of Adult Education (AE)" (Franz Poeggeler); "Editor's Introduction: Perspectives on the Sixth International Conference on the History of AE" (Martha Friedenthal-Haase); two special addresses by Joerg Prinzhausen and Ursula Giere; "History of AE as History of Adult Educators" (Poeggeler); "Status of Biographical History and Career Research in International AE" (Wijetunga); "Aspects of Western European AE" (Lengrand); "Some Problems of Biographical Writing in AE" (Thomas); "Volksbildung auf der Schwelle zum 21. Jahrhundert Popular Education on the Threshold of the 21st Century " (Rovan); "Personality and Biography: Dimensions of Educational Psychology" (Brunner); "Biographische Erfahrungen und Weiterbildungsbereitschaft Biographical Experiences and Readiness to Undertake Further Education " (Prokop, Schroll-Decker); "Educational Processes in

Open and Flexible Learning in Vocational Education and Training.
PUB DATE- 98
NOTE- 146p.; Open and Distance Learning Series. Published by Kogan Page, London, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Distance Education; Educational Change; Foreign Countries; Job Training; Needs Assessment; *Nontraditional Education; *Open Education; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education
IDENTIFIERS- Great Britain

This book considers the concerns of the different groups of stakeholders in determining the direction of developments in vocational education and the contribution that open, flexible, and distance approaches can make. Chapter 1 introduces the background against which developments in the use of these approaches to vocational education and training need to be seen and interpreted. Chapter 2 identifies the major stakeholders in the field of open, flexible, and distance education that is used for vocational education and training. It analyzes the ways in which the balance of power is changing between them and the implications of changes within the stakeholder groups. Chapter 3 examines the problems to which training using open, flexible, and distance methods can be seen as a solution by focusing on needs of different stakeholders. Chapter 4 examines courses and programs using open, flexible, and distance approaches designed and used by a range of training providers. Chapter 5 focuses on the effectiveness of both the process of training through open and flexible routes and on the outcomes of the training. Chapter 6 examines the problems faced by providers charged with the responsibility for matching training needs against training options. Chapter 7 considers the issues that present the greatest challenges and the greatest opportunities to training problems and the potential of open and distance learning to offer solutions to those problems. Appendixes contain 120 references and an index. (YLB)

ED 419 965 CE 076 658

Taylor, Maurice
Through the Lens of a Good Practice Framework. Looking at Our Workplace Education Programs.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Educational Needs; *Educational Principles; Educational Research; Equal Opportunities (Jobs); Foreign Countries; *Inplant Programs; Lifelong Learning; Needs Assessment; *Partnerships in Education; Professional Development; Program Content; Program Evaluation; Student Evaluation; Trend Analysis; *Workplace Literacy
IDENTIFIERS- Canada

A research study used trend analysis to examine case studies of 18 workplace literacy programs with a framework of good practice principles as a template to identify trends in practice. Each case study was examined using the nine components identified in the framework: program orientation, program evaluation, partnerships and participation, equity, principles of adult education, program content and feedback, help school districts devise risk management plans that address work-based learning and service learning. The guide is organized in three sections: (1) "Identifying and Managing Risks to Students"; (2) "Identifying and Managing Risks to School Districts"; and (3) "Identifying and Managing Risks to Employers." The third section includes state profiles of work-based learning risk management strategies. In addition, a resource section contains 31 publications and 13 organizations. (KC)

ED 419 983 CE 076 694

The Multifaceted Returns to Education.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; College Graduates; Dropouts; *Education Work Relationship; *Educational Attainment; *Educational Benefits; *Educational Status Comparison; Employment Potential; High School Graduates; Higher Education; Rewards; Socioeconomic Status; *Wages

Trends in economics in the United States show a strong positive relationship between educational attainment and productivity growth. The earnings differential between those with more education and those with less education reflects the fact that education raises productivity rather than the fact that more productive students go on to pursue more education. Some trends include the following: (1) labor force participation rises with educational attainment; (2) more education translates into higher earnings; (3) the earnings gap has grown larger over time; (4) higher education means lower unemployment, more stable employment, and faster reemployment when dislocated--but education is no guarantee against being dislocated; (5) more education increases the chances of being covered by a pension and of having health insurance coverage; (6) more education translates into receiving more training; (7) lower levels of educational attainment translate into higher poverty rates and more dependence on public assistance; (8) those with higher education use technology on the job, engage in less criminal activity, are more active civic participants, volunteer in more charitable activities, have fewer children and better health; (9) with a more educated work force, business productivity increases and regional economies grow; and (10) new jobs in the future will require more education. (KC)

ED 419 984 CE 076 697

Buchanan, Matthew; Egg, Mez
Culture Matters. Community Report. Reporting on a Research Project To Explore Factors Affecting the Outcomes of Vocational Education and Training for Aboriginal and Torres Straits Islander People.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 33p.; For the main report, see CE 076 698.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cultural Differences; Cultural Pluralism; Delivery Systems; Educational Needs; English (Second Language); Foreign Countries;

researchers and practitioners in choosing programs that promote social and emotional competence in elementary school children. The following topics are addressed: (1) how the conceptual frameworks researched were chosen; (2) the utility of each framework; (3) description of the social skills programs; (4) analyses of the social skills programs within the frameworks; (5) results of the study. Existing frameworks appropriate for the evaluation of social skills training programs are reviewed; a two-tiered conceptual framework is developed providing an understanding of the specific programs within a larger context. The following approaches were evaluated and fit into the model: Adelman's comprehensive full service model; Ladd and Mize's social cognitive learning model; Elias and Clabby's model of social decision-making and problem solving skills for social skill training. Three social skills training programs were evaluated: (1) Interpersonal Cognitive Problem Solving; (2) The Tough Kid - Social Skills Book; (3) Skillstreaming the Elementary School Child. States that school personnel should pre-determine the behavioral outcomes they wish to achieve through the training and whether they would like to achieve this goal on an individual, classroom-wide, or school-wide basis before entering the model to select a program. (EMK)

ED 420 003   CG 028 470

Juvenile Crime Control and Delinquency Prevention Act of 1997. Report from the Committee on Education and the Workforce, Together with Dissenting and Minority Views To Accompany H.R. 1818 , House of Representatives, 105th Congress, 1st Session.
SPONS. AGENCY- Congress of the U.S., Washington, DC. House Committee on Education and the Workforce.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; Child Welfare; *Children; Crime; *Delinquency; *Juvenile Justice; *Legislation; *Prevention; Sexual Abuse; Violence; Youth

In view of the dramatic increase in juvenile delinquency, a two-track common sense approach including quality prevention programs and programs that assist in holding juveniles accountable for their actions is presented by the Committee on Education and the Workforce to the House of Representatives recommending that HR 1818 be passed. Title I amends the Juvenile Justice and Delinquency Prevention Act. It streamlines overall State plan requirements to make them more flexible, renames the Office of Juvenile Justice and Delinquency Prevention to the Office of Juvenile Crime Control and Delinquency Prevention; eliminates Parts D, E, F, G, H of the current law and replaces them with a block grant program, and eliminates authority for the White House Conference on Juvenile Justice. Title II contains amendments to the Runaway and Homeless Youth Act, leaving its purposes relatively unchanged, making technical corrections, and consolidating three funding streams into one. Title III repeals Title V incentive grants for local delinquency prevention programs. Title IV contains general provisions regarding the effective date and application of amendments. Title V authorizes funding for the National Center for Missing and Exploited Children. Included are dissenting and minority views, and cost estimates of the Congressional Budget Office. (EMK)

ED 420 004   CG 028 473

*School Administration; *School Psychologists; *Special Education Teachers; *Teacher Attitudes

The role of the school psychologist has been the subject of debate and criticism for the past 26 years. Five major role functions have emerged: assessment; consultation; intervention and counseling; research and evaluation; and administration. Thus within the school environment, ambiguity of the role of the school psychologist exists because school personnel may be unaware of the duties, obligations, training, and skills of the school psychologist. This study describes perceptions school personnel have of the school psychologist and determines if discrepancies exist between perception of ideal versus actual roles. School personnel (n=278) completed surveys and participated in discussions concerning the role of school psychologists. Findings indicate that general education faculty hold a narrow view of the roles and responsibilities of the school psychologist. Contact with the school psychologist was described as minimal and usually entailed a case conference meeting or a classroom observation with a behavioral checklist to be completed by the teacher. The increased amount of contact administrators and special education faculty reported appears to have provided them with better understanding of ideal and actual roles. The special education faculty look to the school psychologist for a complete and accurate assessment of a child in order to make the best determination of placement and programming for the child. Implications of these findings are discussed. (MKA)

ED 420 024 CG 028 520

Brown, Andrea; Heath, Nancy
Social Competence in Peer-Accepted Children with and without Learning Disabilities.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 98
NOTE- 8p.; Poster presentation at the Annual National Convention of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998). Funding also received by the Fonds pour la formation chercheurs et l'aide a la reserche.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Elementary Secondary Education; Foreign Countries; *Interpersonal Competence; *Learning Disabilities; *Peer Acceptance; Self Concept; *Special Needs Students

This paper examines the social-emotional functioning of peer-accepted children with learning disabilities (LD) within the theoretical framework of the Vaughn and Hogan model of social competence. Holding peer acceptance constant within the model (i.e. only peer accepted children participated in the study), teacher and self-reported characteristics of socially accepted boys and girls with LD and normal achievement (NA) were evaluated and compared. The purpose of the study was to explore the characteristic features of socially accepted children with and without LD along the three domains of social skills, behavioral conduct, and nonacademic self-concept. Results suggest that having an LD predisposes boys to less favorable teacher ratings in social skills and problem behaviors than same-age peers. Despite these teacher-perceived differences, participants did not differ in self-perceptions of nonacademic competence. Links results to the Vaughn and Hogan social instructional leadership was found throughout the school; (17) each school had a unique culture; and (18) schools worked with volunteers and local business to support reading. (Contains seven endnotes; and appendix contains a description of the research methodology. (RS)

ED 420 046 CS 013 213

Briggs, Kerri L.; Clark, Catherine
Reading Programs for Students in the Lower Elementary Grades: What Does the Research Say?
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Literature Reviews; Primary Education; *Program Effectiveness; *Reading Instruction; *Reading Programs; *Reading Research; Teaching Methods; Tutoring
IDENTIFIERS- Junior Great Books Program; Reading Recovery Projects; Success for All Program; Writing to Read Program

This report aims to disseminate research findings about reading programs for early elementary grades in a summary format useful for educators. The report features programs with clear descriptions and useful research, programs for non-English speaking children and research on basal reader series were not included. The four sections of the report address: (1) comprehensive classroom approaches to reading instruction (Cooperative Integrated Reading and Composition; Exemplary Center for Reading Instruction; Open Court; The Slingerland Approach; SRA Reading Mastery; and Success for All); (2) classroom supplements to reading instruction (Accelerated Reader; Junior Great Books; and IBM's Writing to Read 2000); (3) small group approaches to reading instruction (Alphabetic Phonics and Project Read); and (4) tutoring approaches to reading instruction (Auditory Discrimination in Depth, Helping One Student to Succeed; Programmed Tutorial Reading; Reading One-One, Reading Recovery, and Recipe for Reading). In each section, three aspects of each program are described: (1) instructional strategies and curricular contents incorporated by the program; (2) resources needed to implement the program; and (3) evidence of the program's effects. A list of elements of research-based reading programs concludes the report. Contains 73 references. (RS)

ED 420 047 CS 013 214

Linnakyla, Pirjo
High Expectations--High Achievement on Literacy: "What Shall We Do in This Hangman's Hour?"
PUB DATE- 96
NOTE- 13p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Impact; Elementary Secondary Education; *Expectation; Foreign Countries; Futures (of Society); *Literacy; Reading Achievement; Self Esteem; *Technological Advancement
IDENTIFIERS- *Finland; *Technology Integration

Finland is a country of great expectations on literacy and literacy education. High expectations and demands have,

Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cooperative Learning; *Group Discussion; Higher Education; *Rhetoric; *Writing Assignments; *Writing Instruction
IDENTIFIERS- Argumentation Theory; Collaborative Writing; *Rogers (Carl); *Student Cooperation

In "Rhetoric, Discovery and Change" (1970), R. Young, A. Becker, and K. Pike took Carl Rogers' empathetic approach out of the context of one-on-one therapy and put it into the writing classroom. They proposed the now standard formulaic structure of argumentation which emphasizes a strong thesis up front, a detailed account of the opposing argument, a heavily qualified personal position, and a conclusion showing that each side shares common ground. If it can be accepted that any use of Rogers' ideas, whether by therapists or writers, primarily functions as a means to construct ethos rather than establish a "true" identification, then the issue of adopting such a method for writing can be addressed. To break the isolated use of Rogerian "argument," a group assignment was constructed around Young, Becker, and Pike's Rogerian approach. Students are put in groups of three, then asked to assume the roles of opposing sides and a mediator, follow the four-staged Rogerian format, and construct a collaborative text. They are given four class periods for the assignment which revolves around face-to-face group discussion, on-line MOO or ChatNet discussion/writing, individual writing outside of class, and group revision. It makes sense to place multiple authors in a situation where they have to communicate with each other to get the assignment done. If the seduction of the will to produce can be resisted, then "Rogerian" could become a form of playful communication, perhaps a mode of rhetorical invention. (Contains 11 references.) (NKA)

ED 420 068 CS 216 361

Schuetz, Carol L.
Shakespeare Goes Online: Web Resources for Teaching Shakespeare.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classics (Literature); Classroom Techniques; Computer Uses in Education; *Drama; Higher Education; Literary History; Online Systems; Resource Materials; *World Wide Web
IDENTIFIERS- *Globe Theatre (England); *Shakespeare (William)

This annotated bibliography contains five sections and 62 items. The first section lists general resources including six Web site addresses; the second section, on Shakespeare's works, contains five Web site addresses; the third section, on Shakespeare and the Globe Theatre, provides five Web site addresses; the fourth section presents classroom resources, offering 12 Web site addresses; and the fifth section lists a Web site address for individual works and Web site addresses for 10 tragedies, 9 histories, and 14 comedies. (CR) and information can play in improving the well-being of people in developing nations. Although the Indian government's National Informatics Centre has made great progress in establishing extensive databases and makes them available through telecommunication links to computer facilities at the district level, other information systems in India such as local radio and television broadcasting, the agricultural extension system, and indigenous community networks rarely intersect effectively with these databases. Two parallel communication revolutions are occurring across the world: one associated with the information superhighway and characterized by its interlocking networks, and the other being the emergence of local communication enterprises which provide rental videotapes and local and long distance telephone access. The Community-Based Communication Center seems likely to link grassroots people with relevant and important information most effectively and offers suggestions as to how such centers can be best used. The paper then focuses on the issues centering around Community-Based Communication Centers raised at the World Bank's 1996 "Think Tank." Includes 17 footnotes. (NKA)

ED 420 088 CS 509 856

Aust, Charles F.; Kinnick, Katherine N.
Communicating Scholarly Research via the Poster Session: The Experience at a National Convention.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Communication Research; Higher Education; Occupational Surveys; *Professional Development; *Scholarship; *Speech Communication
IDENTIFIERS- Faculty Attitudes; *Poster Sessions; Presentation Mode; *Professional Meetings; Scholarly Communication

As academic associations and their annual conventions have grown in size, the poster session has become a common format for presentation of scholarly work. Little is known, however, about how communication educators perceive poster sessions and their value to career advancement. Poster sessions have been criticized as poorly structured and "second-class citizens" to paper panels. A survey of 129 poster session presenters (49% response rate) from the 1995 Speech Communication Association convention examines motivations for participation and satisfaction with the poster session format. Respondents offered ideas to improve the structure and purpose of the poster session and included practical advice for both planners and presenters. Improvements suggested include avoiding scheduling poster sessions opposite traditional presentations and making poster session papers available in advance through the paper distribution center. Findings suggest that those holding the lowest-ranking positions--students and instructors--were most satisfied with their poster session experience, while assistant professors, who typically face tenure decisions, were least satisfied. (Contains six references.) (Author/CR)

ED 420 089 CS 509 858

Gutenko, Gregory
Possible Criteria for Evaluating Shakycam.

*Teacher Student Ratio

Research and common sense suggest that smaller classes offer teachers the chance to devote more time to each student, thus improving student learning. To explore the efficacy of improved teacher-student ratios, an overview of research on class sizes is offered in this report. An analysis of findings from initiatives in various states provides three broad conclusions: first, class-size reduction in the early grades leads to higher student achievement, with significant effects of class-size reduction appearing when classes contain somewhere between 15 and 20 students, and continue to increase as class size approaches a one-to-one ratio; second, if class size is reduced from substantially more than 20 students per class to below 20 students, the related increase in student achievement moves the average student from the 50th percentile up to somewhere above the 60th percentile; and finally, students, teachers, and parents all report positive effects from the impact of class-size reductions on the quality of classroom activity. However, class-size reduction represents a considerable commitment of funds, and its implementation can have a sizable impact on the availability of qualified teachers. (RJM)

ED 420 109 EA 029 083

Lindle, Jane Clark
Whoever Heard of Standardized Art? The Complexity of Using Portfolios for Licensing Principals.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; Elementary Secondary Education; Evaluation; *Evaluation Criteria; *Performance; *Portfolio Assessment; *Principals; Professional Personnel

One dominant metaphor in the standards-based movement to "professionalize" teaching is that of art and artist. The images of "performance" and "portfolio" are constantly in use, and since these metaphors can lead to interesting insights, pushing them to their logical conclusions is the purpose of this paper. It draws on the extensive literature in art criticism and asks if a portfolio evaluation is an oxymoron. Portfolios have been suggested as desirable evaluation tools because they are open-ended and allow for individual interpretation and reflection. Evaluation, however, requires a common structure and externally imposed, standardized value judgments--conditions that are difficult to create. The paper describes the ongoing press for professionalism in education and the emergence during the 1980s of a literature that portrayed teaching as art or craft. The text parallels art, craft, and professionalism, placing side by side the work of teaching and the work of art. The national professional standards movement, with a focus on school leadership, is likewise detailed. (Contains 36 references.) (RJM)

ED 420 110 EA 029 084

Adams-Rodgers, Lois; Lindle, Jane Clark
Boundaries of Trust and Confidence: Negotiating Evaluation and Research Constraints in the Context of Kentucky's Systemic

Resolution; Elementary Secondary Education; Federal Legislation; Legal Responsibility; *Medical Services; *School Nurses; Severe Disabilities; *Special Health Problems; Teacher Associations; *Teacher Role
IDENTIFIERS- *American Federation of Teachers; *Medically Fragile

This guide for teachers whose classes include a medically fragile child considers roles and responsibilities of teachers with these students, teachers' rights as school employees, and possible solutions and protections for local unions to pursue. Chapter 1 provides an overview. It defines "medically fragile," summarizes legal requirements under federal law, and presents the position of the American Federation of Teachers (AFT) that teachers should not be the primary service providers of health care services to these children. Chapter 2 considers the role and responsibilities of the school nurse as well as legal considerations for the school nurse. Chapter 3 raises legal issues about medically fragile children such as the importance of complete and confidential school records, liability issues for school personnel including school nurses, and "Do Not Resuscitate" orders. Chapter 4 details the roles of non-nursing school personnel including the teacher, the paraprofessional, bus drivers, and others. Chapter 5 raises such health and safety issues as communicable diseases and chapter 6 gives practical suggestions for coping in the classroom. Chapter 7 offers examples from union contracts which address specific concerns. Among nine appendices are AFT policy statements, position papers from non-AFT organizations, sample state legislation, a summary of State Nurse Practice Act provisions, a directory of State Boards of Nursing, and sample forms and letters. (Contains 25 references.) (DB)

ED 420 129 EC 306 465

Kahn, Paul
When Your Child Is Technology Assisted: A Home Care Guide for Families.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Community Health Services; *Family Environment; Family Relationship; Home Health Aides; *Home Management; Home Programs; Interpersonal Communication; Interpersonal Relationship; Nurses; Parent Participation; Parent Role; *Severe Disabilities; *Special Health Problems
IDENTIFIERS- *Medically Fragile; *Technologically Dependent

This guide is for parents of children with disabilities who require the help of a machine or device for some life-sustaining activity such as breathing or eating. Following an introduction, chapter 1 is on preparing for the child's return home including parent training, community-based services, and obtaining funding for home care. Chapter 2, on setting up the home, considers location of the child's bedroom, setting up the child's room, safety precautions, changing the physical structure of the home, and obtaining funding for home changes. Chapters 3 and 4 are on marital adjustment to home care and helping siblings, respectively. Stressed is the importance of communication and allowing siblings to express their feelings.

sometimes been called "late onset autism". The condition is characterized by sudden onset and severe developmental regression between 3 and 5 years of age after previously normal development. The long-term outcome is usually substantially worse than in autism. No neurological or other medical condition causing the disorder has been identified. The book presents case histories through stories of individual children and their families. Chapters are: (1) "Per's Pages (Kjell Berg); (2) "Pickle" (Sheila Brown); (3) "Searching for the Blue Fairy: Thomas's Tale" (Madeline Catalano); (4) "Coming Home" (Marie Day); (5) "Diary of David" (Jenny Fairthorne); (6) "Laura's Story" (Sue and Stephen Ferris); (7) "Looking for Answers: Chronicles of an Autistic Child" (Candice Goldstein); and (8) "The River Jordan" (Craig Schulze). (DB)

ED 420 149 EC 306 523

Jeschke, Thomas A.
Special Education Program Evaluation: 1996-97.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Finance; Educational Objectives; Elementary Secondary Education; Financial Support; Individualized Education Programs; Program Evaluation; Public Schools; School Districts; *Special Education; Teaching Models
IDENTIFIERS- *Des Moines Public Schools IA

This evaluation report presents data on the special education program in the Des Moines (Iowa) public schools. The school district's mission statement is followed by a context evaluation, which finds that more than 8,000 Des Moines students receive special education services on either a daily or short-term basis throughout the year. Also noted is a contractual arrangement that enables the district to employ its own support personnel. A section on input evaluation finds three primary sources for funding special education in the district: the state weighted funding formula, the Area Education Agency support dollars, and federal funds. Revenue for the 1996-97 school year totaled over $42 million. The section on process evaluation notes the variety of service delivery models used to meet students' identified educational needs and the annual development of overall program goals to improve district programming to ensure compliance with state and federal law. The section on product evaluation finds all students in special education have individualized education programs (IEPs) and that efficacy of special education is measured by consumer satisfaction surveys, a review of IEPs, and the district's special education withdrawal rate. Finally, future plans include better student progress monitoring, evaluation of program efficacy, upgrading the work force, and a change to a problem solving/interventions model of service delivery. A diagram of this model is appended. (DB)

ED 420 150 EC 306 524

Supplemental Security Income: SSA Needs a Uniform Standard for Assessing Childhood Disability. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English

environment and parent involvement and availability of data on student outcomes. Substantial appendixes contain data summaries. (MSE)

ED 420 169 FL 024 665

Fleischman, Howard L., Ed.; Dervaric, Charles, Ed.; Leighton, Ed.; Said, Mary Staples, Ed.
Descriptive Study of Services to Limited English Proficient Students. Volume 3: Case Studies.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 94
NOTE- 82p.; For Volumes 1, 2, and 4 in this series, see FL 024 663-664 and FL 024 666.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Bilingual Education Programs; Case Studies; Costs; Elementary Secondary Education; *English (Second Language); Geographic Distribution; *Identification; Institutional Characteristics; Language Minorities; *Limited English Speaking; Parent Participation; School Community Relationship; School Districts; Staff Utilization; *Student Characteristics; Teacher Characteristics; *Teacher Qualifications
IDENTIFIERS- Elementary Secondary Education Act Title VII

The report presents results of a study of: the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and qualifications (including first and second language proficiency) of staff and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, third of 4 of the final report, contains the case study reports for ten diverse school districts (rural, small town, suburban, medium-sized metropolitan, large metropolitan). Reports describe district characteristics in the areas noted above, and local staff's recommendations for program improvement. (MSE)

ED 420 170 FL 024 666

Descriptive Study of Services to Limited English Proficient Students. Volume 4: Technical Appendices.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 93
NOTE- 179p.; For Volumes 1-3 in this series, see FL 024 663-665.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; *Bilingual Education Programs; Costs; Elementary Secondary Education; English (Second Language); Geographic Distribution; Identification;

Indigenous, Immigrant, and International Perspectives.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Orlando, FL, March 1997). For the serial issue as a whole, see FL 025 288.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Heritage Education; Indigenous Populations; *Language Maintenance; *Language Role; Language Usage; Linguistic Theory; *Native Language Instruction; *Public Policy; Second Language Instruction; *Uncommonly Taught Languages

Indigenous languages are under siege, not only in the United States but also around the world, in danger of disappearing because they are not being transmitted to the next generation. Immigrants and their languages worldwide are similarly subject to seemingly irresistible social, political, and economic pressures. Yet, at a time when phrases such as "endangered languages" and "linguicism" are invoked to describe the plight of the world's vanishing linguistic resources in their encounter with the phenomenal growth of world languages such as English, there is also consistent and compelling evidence that language policy and language education serve as vehicles for promoting the vitality, versatility, and stability of these languages, and ultimately of the rights of their speakers to participate in the global community on and in their own terms. (Contains 53 references.) (Author)

ED 420 190 FL 025 290

Francis, Caryn
Talk to Me! The Development of Request Strategies in Non-Native Speakers of English.
PUB DATE- 97
NOTE- 20p.; For the serial issue as a whole, see FL 025 288.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Classroom Communication; College Students; *English (Second Language); Higher Education; *Interpersonal Communication; *Language Patterns; Language Proficiency; Language Research; Linguistic Theory; *Pragmatics; Second Language Learning; Student Characteristics; Time Factors (Learning)
IDENTIFIERS- Requests

A study examined the development of pragmatic competence in second language learners, focusing on the requests produced by adult non-native speakers (NNSs) of English across three settings (a university public administrative office, the private office of a university program officer, and an English as a Second Language classroom) and nine levels of English proficiency. Subjects were 29 university students with varying cultural and linguistic backgrounds, lengths of English study, durations of stay in the United States, educational goals, and age. Data tokens were coded and reviewed using speech act analysis. Results suggest a fan- shaped pattern of pragmatic development wherein NNSs continually rely on direct request strategies until their proficiency and competence begin to gradually open, whereupon they begin to use more complex request strategies. (Contains 15 references.) (Author) the children's nap periods, and full staff inservice programs were provided. Observation and training focused on four areas: orientation to the sites and classrooms; ESL methodology, instructional practices, and second language development; additional effective classroom strategies, with extension to the home-school connection and working with families; and appreciating cultural diversity, building cross-cultural communication, and including multicultural materials in the classroom. Project activities and their results are summarized, and recommendations are made for further action. Contains 5 references. (MSE)

ED 420 211 FL 025 314

The Foreign-Born Parent Network, 1996-1997.
PUB DATE- 97
NOTE- 56p.; For number 1-6 (1995-1996), see ED 396 519.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingualism; Book Reviews; Code Switching (Language); Early Childhood Education; Elementary Secondary Education; *Ethnicity; *Family Influence; Home Schooling; *Immigrants; *Parent Attitudes; *Parent Participation; Race
IDENTIFIERS- *Biliteracy

These six issues of a bimonthly newsletter for foreign-born parents of children in United States schools, contain articles on the following topics: the organization's activities; helping children become both bilingual and biliterate; the experience of bilingual parents; fostering links between home and school; the language of discipline; bilingual early childhood education; cultural and national identity; the relationship of culture and schooling; children's understanding of the cultural biology of race; code-switching; and homeschooling. Book reviews, announcements and activities of interest to parents, and an article written by a foreign-born parent are included in each issue. (MSE)

ED 420 212 FL 801 238

de Cossio, Roger Diaz
Adult Education, Migration and Immigrant Education.
PUB DATE- 98
NOTE- 15p.; Paper presented at an International Conference on How Adults Learn. (Washington, DC, April 6-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; Bilingual Education; Change Strategies; Educational Change; Educational Needs; English (Second Language); Foreign Countries; *Immigrants; *International Cooperation; *Limited English Speaking; *Migration Patterns
IDENTIFIERS- *Mexico

Mexico is experiencing major reform in adult education. At the same time, Mexico has been the largest producer of immigrants into the United States in the last 50 years. At the beginning of the century, non-English-speaking immigrants were only required to learn enough English to perform their jobs. As the Mexican-American community grew, it demanded equal educational opportunities for its children. Today school-age children within the immigrant communities have good opportunities to

This directory lists changes to the list of the low-income schools at which teachers with loans from the Federal Perkins Loan and national Direct Student Loan programs can have a portion of their loans canceled for each year of teaching service. A list of state agency contact persons precedes the main body of the directory. Listings are alphabetical by state, with additions to the list first, and then changes. Usually provided for each addition is the name of the school, its grade range, and the school district name. For changes in listings, information is provided for both the original listing and the new listing. (DB)

ED 420 233 HE 031 283

Direct PLUS Loans. William D. Ford Federal Direct Loan Program. A Guide to Federal Education Loans for Parents.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Financial Support; Higher Education; Loan Repayment; *Parent Financial Contribution; *Paying for College; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; Federal Direct PLUS Loan Program

This guide to federal Direct PLUS loans for parents of students attending postsecondary education institutions begins with a list of frequently asked questions and answers. The first chapter is on the basics of what a Direct PLUS loan is and what parents need to know before applying for a Direct PLUS loan. The second chapter, which deals with getting a Direct PLUS loan, considers eligibility, the application process, what happens after the application is submitted, and when the money is distributed. The last chapter is on repayment of the Direct PLUS loan. Sections address when repayment is due, how repayment works, where payments should be sent, what to do if there are problems repaying, and loan consolidation. Also included is a Direct PLUS loan repayment chart and a directory of addresses and telephone numbers for specific aspects of Direct PLUS loans. (DB)

ED 420 234 HE 031 284

A Guide to 1998-99 SARs and ISIRs.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Federal Aid; Federal Programs; Federal Regulation; Government School Relationship; Higher Education; *Program Administration; Recordkeeping; *Records (Forms); Records Management; Reports; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Institutional Student Information Records; *Student Aid Report

This guide for administrators of student financial aid programs at postsecondary education institutions is intended to assist

Thomas, Ramona S.
Black and Latino College Enrollment: Effects of Background, High School Preparation, Family and Peer Influence, and Financial Aid.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Attendance Patterns; Black Students; *College Attendance; College Bound Students; Cultural Differences; Cultural Influences; Decision Making; Enrollment; Enrollment Influences; Family Influence; High School Graduates; High Schools; Higher Education; Hispanic Americans; Minority Group Influences; Minority Groups; Models; Noncollege Bound Students; Peer Influence; *Racial Differences; Sex Differences; Sociocultural Patterns; *Socioeconomic Influences; Student Financial Aid; Tables (Data)
IDENTIFIERS- Hispanic American Students; Latinos; National Education Longitudinal Study 1988

This study examined the college enrollment decisions of Black and Latino students, focusing on factors that influenced their decision to attend college. Data from the National Education Longitudinal Study of 1988-1994 were used, namely a sample of 11,879 seniors who completed high school in 1992, including 1,181 Blacks and 1,505 Latinos. The study found that Black students who enrolled in a four-year college were more likely to: be female (62 percent), have come from upper-middle-class backgrounds (36 percent), have parents with some college education (52 percent), have been placed in a college prep program in high school (62 percent), and fall in the third quartile of standardized tests (33 percent), than their peers. Unlike Blacks, Latinos who enrolled in a four-year college were slightly more likely to be male (53 percent) and to be from low-income backgrounds (30 percent), and were about equally as likely to have parents with educational levels no higher than high school or some college (38 percent and 37 percent) and to fall into the two highest test quartiles (34 percent and 33 percent respectively). High school preparation and the availability of financial aid also had a significant influence on the college enrollment decisions of both groups. An appendix describes the operationalization of the variables.(Contains 59 references.) (MDM)

ED 420 254 HE 031 306

Chauvin, Sheila W.; Bowdish, Bruce; Krane, N. Kevin
Do Faculty Perceive Professional Development Differently Based on Their Tenure Status?
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *Educational Attitudes; *Faculty; Faculty College Relationship; Grantsmanship; Higher Education; *Medical School Faculty; Questionnaires; Research; Role Perception; Teacher Role; *Tenure; Test Reliability

economic impact of globalization, migratory processes and the creation of new ways of life, and the appearance of new social forces. The third paper, "Higher Education in the U.S.-Mexico Borderlands: A Profile" (Francisco Marmolejo, Fernando Leon-Garcia) addresses the demographics of the U.S.-Mexican border, including such issues as education as a collective or individual asset, and centralism vs. federalism in government. Also considered are academic programs, institutional characteristics, funding, and government structure, institutional leadership, and administration. The final paper, "The Border Pact Survey" (Fernando Leo Garcia, Francisco Marmolejo) notes responses that address the concept of border, issues typical of border institutions, economic development, and differences in issues between institutions in the two countries. Some papers contain references. The Border Pact Memorandum of Understanding is appended. (DB)

ED 420 273 HE 031 330

de la Garza, Guillermo Fernandez; Landrum, Bertha A.; Samuels, Barbara
Teaming Up: Higher Education-Business Partnerships and Alliances in North America. Understanding the Differences Series. Working Paper No. 7.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 43p.; Paper prepared for the North American Educational Leadership Seminar, "Business and Higher Education in North America: Creating New Alliances" (November 3-7, 1997 Guanajuato, Mexico).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Programs; Cultural Influences; Educational Trends; Foreign Countries; Government Role; Higher Education; *International Cooperation; *International Trade; North Americans; *Partnerships in Education; Professional Associations; *School Business Relationship; Surveys; Trend Analysis
IDENTIFIERS- Canada; Mexico; *North America; North American Free Trade Agreement; United States

This report presents the responses of three experts from Canada, Mexico, and the United States to 18 questions concerning issues in business-higher education alliances in the context of the North American Free Trade Agreement (NAFTA). They address such issues as the need for alliances; the characteristics of successful (and unsuccessful) alliances; the progress in each country toward establishing alliances; the function of government agencies, professional associations, and community organizations in the formation of alliances; the role of technology in furthering alliances; the advantages of alliances; and the prospects for alliances in the future. The questions are grouped into three sections. In the first, responses to the seven questions about smart alliances produce several definitions of alliances, note various types of alliances, and define the characteristics of "smart" alliances. Responses to the five questions in the second section address what is needed for higher education institutions and business to develop successful alliances, and cover issues such as relationship management and the necessary people skills for alliance building. The six questions of the third section address the required framework for these partnerships to prosper, such as mechanisms for measuring the impact of alliances and prospects for binational and trinational

IDENTIFIERS- African Americans; Pennsylvania; *Speech Codes
The articles in this document are intended to be reflective of the theme "A Silver Celebration: 25 Years of Educational Excellence," and cover topics ranging from black college athletes to black real estate owners to the status of African Americans in Pennsylvania colleges and universities. They include: "The Social and Political Dimensions of Achieving a Multicultural College Curriculum" (Carolyn D. W. Princes; Andrew O. Igbineweka); "Black Student Collegiate Recruitment in Pennsylvania: A Historiographical Analysis" (R. Pierre Rodgers); "Can Campus Hateful Speech Rules and the Free Speech Clause of the United States Constitution Co-Exist in an Un-Civil Society" (Davie Tate, Jr.); "Confusion Exists in the Purchase of Residential Real Estate: Is It Race Related?" (Vanessa J. Lawrence); "Problems Affecting African American Student-Athletes at Predominantly White Institutions" (Darren J. Hamilton; Sherry L. Price); and "How Well Are African-Americans Doing in Pennsylvania Colleges and Universities? Fall 1998 v Fall 1993 (A Statistical Analysis" (Richard B. Anliot). Two position papers adopted by the Pennsylvania Black Conference on Higher Education Executive Council are also included: "Staying the Course: Toward a Holistic Strategy for Enhancing the Experiences of African Americans in Pennsylvania's Higher Education Institutions" (James B. Stewart; W. Terrell Jones); and "Outcomes Based Education: Another Challenge to Quality Education for African Americans" (Caryl J. Sheffield; James B. Stewart). (Most articles contain references.) (MAB)

ED 420 293 HE 031 366

Redfern, Alicia King, Ed.
Journal of the Pennsylvania Black Conference on Higher Education, Inc. (PBCOHE).
PUB DATE- 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Persistence; *Black Students; *College Athletics; College Students; Higher Education; Intelligence Differences; *Intelligence Tests; Outcomes of Education; Racial Attitudes; *Racial Identification; School Holding Power; *Student College Relationship
IDENTIFIERS- African Americans; Pennsylvania
This document includes: (1) a special report by the Office of the Chancellor of the Pennsylvania State System of Higher Education on the system's equity plan, "Excellence and Equity: A Plan for Building Community in Pennsylvania's State System of Higher Education"; (2) an opinion piece titled, "The Problem of Black Students Retention at White Universities: Fabulous Financial-Aid Package--Not the Answer" (John Okegbe Bello-Ogunu), which highlights issues other than financial aid that impact upon retention of black students; (3) two articles, "Counseling African American Student-Athletes: Implications for Academic Counselors" (Darren J. Hamilton; Sherry L. Price), which identifies some barriers to the academic and career success of African American student-athletes, and "Revising Nigrescence Theory: Racial Identity Development Among Students Attending Historically Black Institutions" (M. Christopher Brown, II), which provides a critical analysis of W.E. Cross's theory of nigrescence black racial identity ; (4) a position paper, "Intelligence, Race and Social Policy: A Response to The Bell Curve'" (Melvin R. Allen); and (5) a book review, "Emotional

cited, and, if possible, attend a course or seminar in the method and visit classrooms in which it is applied. Furthermore, the best techniques are often those created for the particular learning situation; librarians and other teachers should never restrict themselves only to what has been published. (Author)

ED 420 314 IR 057 059

Myers, Marcia J.
Images of Librarians in Science Fiction and Fantasy: Including an Annotated List.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Authors; *Characterization; *Fantasy; Fiction; Futures (of Society); Information Scientists; *Librarians; *Library Development; Library Services; Literature Reviews; Novels; *Science Fiction; Sex Differences; *Stereotypes

Library literature is replete with articles envisioning libraries in the year 2000 and beyond, yet the librarian is rarely discussed. There is recent evidence that the traditional stereotype image of the librarian is changing. The purpose of this study is to examine the image of librarians in science fiction and fantasy novels and video tapes. Sixty-seven authors were reviewed; 27, or 40%, of the works included a librarian character. Research questions were formed on the image of the librarian and its relationship to role category of the character (major, minor but memorable, or mentioned in passing), the gender of the character, the gender of the author, and the time of the publication/distribution. The image of librarians in science fiction was found to be positive (44%). A positive image was found in both major and minor but memorable works. Male characters predominated (44%). There was no clear pattern as to the image of the librarian as it relates to the gender of the author. There is apparently no trend toward works with more positive images as measured by the time of publication/distribution. Comparisons were made with findings on similar studies on the librarians' image in motion pictures, poetry, mysteries, and romance fiction. (Author/AEF)

ED 420 315 IR 057 060

Oregon Library Services and Technology Act Five-Year State Plan, 1998-2002.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Federal Aid; Information Technology; *Library Development; *Library Planning; *Library Services; Public Libraries; *State Programs; *Statewide Planning; Strategic Planning; User Needs (Information)
IDENTIFIERS- Library Services and Construction Act; *Oregon

The purposes of this five-year Oregon State Library plan are: (1) to establish goals, priorities, objectives, and strategies for the development of library services within the state of Oregon; (2) to set forth methodologies to evaluate the success of the strategies in meeting the goals, priorities, and objectives; (3) to set policies and procedures for the state's use of

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Access to Education; *Community Colleges; Comparative Analysis; Cost Effectiveness; *Distance Education; Educational Assessment; *Educational Innovation; *Educational Quality; Faculty Development; Institutional Advancement; Outcomes of Education; Program Development; Program Implementation; School Holding Power; Two Year Colleges
IDENTIFIERS- Old Dominion University VA; *TELETECHNET

TELETECHNET, an intercampus instructional television network at Old Dominion University, delivers upper-division coursework for baccalaureate programs to community college sites in the Commonwealth of Virginia. In 1996-97, more than 5,000 students were enrolled in over 20 programs distributed to 40 sites, including community colleges, hospitals, military installations, and corporations. When compared with regular on-campus classroom instructional programs, TELETECHNET achieved essentially equivalent results in learning outcomes, which include student performance, retention, and graduation. Though the quality of instruction is equivalent, TELETECHNET increases student access and provides incentives and opportunities for faculty development and for institutional renewal and growth that are superior to classroom instruction. TELETECHNET is also more cost-effective than sending live instructors to deliver courses at sites throughout the state. When comparing its cost with the cost of on-campus courses, however, TELETECHNET costs are competitive with classroom costs for high-demand, and in some cases, medium-demand courses, but more expensive than classroom instruction for low-demand courses. This is due to its relatively higher fixed costs. (YKH)

ED 420 337 JC 980 283

Carrion, Ruben
Color Me Human: Expanding Diversity Perspectives.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual American Association of Community Colleges Conference (78th, Miami Beach, FL, April 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Cultural Awareness; Cultural Differences; Curriculum Development; *Diversity (Institutional); Educational Environment; Group Unity; Intercultural Communication; Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- Hawkeye Community College IA

Color Me Human, an initiative of Hawkeye Community College to provide student leadership and commitment by fostering greater appreciation for campus diversity, was implemented in 1996 through a student-driven approach. The Color Me Human Program not only embraces diversity, but builds individual commitment and community among students, faculty, and staff. The program encourages the development of student leaders to facilitate communication among individuals and to integrate co-curricular programming of various departments. Color Me Human has implemented its diversity measures through co-curricular activities, presentations, speakers, and conferences. The presentations include open forums that engage students,

Cross, K. Patricia
Opening Windows on Learning. The Cross Papers Number 2.
SPONS. AGENCY- Educational Testing Service, Princeton, NJ.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cognitive Processes; *Community Colleges; *Constructivism (Learning); Educational Research; *Instructional Development; Integrated Curriculum; Intellectual Development; Learning Modalities; Learning Modules; *Learning Processes; Outcomes of Education; Student College Relationship; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- Learning Communities; Seattle Central Community College WA

This monograph is part of the League for Innovation's learning initiative aimed at assisting community colleges in developing practices, programs, and policies that place learning at the heart of the educational enterprise. It highlights key innovations in the community colleges, distilling key elements from research on learning outcomes, the cognitive process, intellectual development, and the social construction of knowledge. It begins by discussing learning and outcomes, describing various research results, and providing a list of the most widespread principles deemed useful for practice, derived from 50 years of research on improving student learning. The author underscores the importance of student involvement with the people and activities of the college for greater academic success. The author then offers suggestions for creating effective learning communities, citing a learning community at Seattle Central Community College that involves students and faculty in an integrated curriculum. Approaches on learning and process are explored, with a focus on cognitive and developmental process. The monograph concludes with a discussion on learning and social constructivism, one of the most prominent learning theories today. (Contains 31 references.) (YKH)

ED 420 357 JC 980 306

Faculty Evaluation Official Practices.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); Administrator Evaluation; Community Colleges; *Evaluation Criteria; Evaluation Methods; Faculty Development; *Faculty Evaluation; *Faculty Promotion; Job Performance; Peer Evaluation; Performance Based Assessment; Professional Development; Student Evaluation of Teacher Performance; Teacher Responsibility; Tenure; Tenured Faculty; Two Year Colleges
IDENTIFIERS- Central Oregon Community College

This document provides the official practices for faculty evaluation at Central Oregon Community College. Presented in outline format, it begins with the components for evaluation, which are discussed in greater detail later in the text. It then identifies the categories for evaluation: performance in primary assignment, professional improvement, service to the

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Benchmarking; *Early Childhood Education; *Educational Assessment; *Educational Development; Educational Objectives; Educational Policy; *Outcomes of Education; School Community Relationship; *State Programs; Student Evaluation; Young Children
IDENTIFIERS- Georgia

In 1994, the state of Georgia adopted a model of education reform that defined new education goals and formalized a structure that involved state policymakers and local communities. The system operates on the premise that regular assessments of progress should drive innovations or strategies for achieving results. This guide presents an introduction to using benchmarks and indicators to measure educational progress and results in young children, based on the knowledge and experience of national experts and states and communities that are currently developing and using them. The sections of the guide address: (1) definitions of the benchmarks, indicators, and other results-based evaluation concepts and terms; (2) why states and communities are interested in measuring progress and results; (3) the importance of measuring progress and results; (4) principles for assessing progress and results; (5) advice on developing and using benchmarks and indicators; and (6) additional resources for more information about measuring progress and results. (JPB)

ED 420 377 PS 026 515

Mordock, John B.
Preparing for Managed Care in Children's Services: A Guide for Mental Health, Child Welfare, Juvenile Justice and Special Education Professionals.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Change Strategies; *Child Welfare; Children; Community Services; Cost Effectiveness; Delivery Systems; Foster Care; *Health Maintenance Organizations; *Juvenile Justice; *Mental Health; Program Administration; Program Costs; Readiness; Social Influences; Social Services; *Special Education; Standards; Welfare Services

Leaders in the fields of child mental health, child welfare, juvenile justice, and special education face the challenge of incorporating managed care practices into their service delivery systems. This manual discusses the introduction of managed care practices in these fields and is intended to assist staff of agencies to become familiar with managed care principles and how these principles will impact their work. Following a glossary of terms associated with managed care, outcome assessment, and each service system, Chapter 1 of the manual introduces six key areas defining an agency's ability to provide quality services in a managed care environment: (1) administrative capacity; (2) organizational history and leadership; (3) client and constituency responsiveness; (4)

contract staff. (10 references) (MN)

ED 419 910 CE 076 497

Gallos, Joan V.; Ramsey, V. Jean
Teaching Diversity: Listening to the Soul, Speaking from the Heart. The Jossey-Bass Business & Management Series; The Jossey-Bass Higher & Adult Education Series.
PUB DATE- 97
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Educators; Attitude Change; Classroom Techniques; *Corporate Education; *Cultural Differences; *Cultural Pluralism; Diversity (Institutional); Industrial Training; Interpersonal Competence; Learning Processes; Organizational Change; *Teacher Attitudes; Teacher Role; Teacher Student Relationship; Teaching Methods; Team Teaching; *Trainers; Training Methods; Work Environment
IDENTIFIERS- *Diversity Training

This book, which is intended for trainers responsible for teaching workplace diversity, brings together the voices of 17 individuals currently engaged in diversity education. The following topics are examined in the book's five parts: identity, preparation, and the experience of being classified as "different"; the nature of diversity teaching (a definition of the job of diversity teaching, ways diversity teaching differs from other teaching and training, the way diversity teaching evolves over time, and the choices educators make when approaching their work); distinctive features of diversity teaching (teachers as learners; teacher-student relationships and roles; integration of the personal and emotional into teaching; institutional, structural, and systemic issues; dilemmas and paradoxes in the teaching-learning process; team teaching; and other ways of teaching); the vulnerability, pain and anger, and self-reflection that are often involved in diversity teaching; and ways in which diversity educators "keep themselves going" (sustaining commitment to work, collaborating and community building, experiencing the joys and benefits of diversity teaching, and seeing a future for diversity education). Concluding the book is a list of 143 recommended sources on diversity. The bibliography contains 34 references. (MN)

ED 419 911 CE 076 500

Bailey, Thomas; Hughes, Katherine; Barr, Tavis
Achieving Scale and Quality in School-to-Work Internships: Findings from an Employer Survey. IEE Brief Number 20.
PUB DATE- 98
NOTE- 5p.; Based on a report by the National Center for Research in Vocational Education; see ED417336.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Colleges; *Education Work Relationship; *Educational Quality; Educational Trends; *Employer Attitudes; Employment Practices; High Schools; *Internship Programs; Motivation; *School Business Relationship; Two Year Colleges; *Work Experience Programs

includes competencies and objectives at the beginning of the guide as well as incorporated within each lesson. In addition, 22 references are listed. A competency profile is provided in the front of the guide for convenient recordkeeping. An appendix lists six dairy cattle associations with addresses and telephone numbers for further information. The guide incorporates the needed components to aid agriculture teachers to implement Vocational Instructional Management System (VIMS), a framework to use in planning and organizing to ensure excellence in Missouri's vocational education system by focusing greater attention on the management of teaching and learning. The student reference contains information sheets and summaries for each of the lessons. (KC)

ED 419 929 CE 076 536

Suits, Susie
Introduction to Grassland Management. Instructor Guide, Student Reference and Crop and Grassland Plant Identification Manual.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 400p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Agronomy; Animal Husbandry; Animals; Citations (References); *Course Content; Crop Processing Occupations; *Field Crops; Instructional Materials; *Job Skills; Learning Activities; Lesson Plans; *Livestock; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- *Grasslands; Missouri

This packet contains an Instructor guide and student reference for a course in introduction to grassland management, as well as a crop and grassland plant identification manual. The three-unit curriculum contains the following 11 lessons: (unit I, grasslands and grassland plants): (1) an introduction to grasslands; (2) plant classification; (3) botanical characteristics; (4) grassland composition; (unit II, soil management): (1) soil tests; (2) using soil survey manuals; (unit III, grassland management practices): (1) grasslands and the nutritional needs of livestock; (2) grazing management systems; (3) harvesting and storing forage crops; (4) wildlife management; and (5) grassland management plan. The instructor guide includes objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, and materials and equipment lists. In addition, 35 references are listed. A competency profile is provided in the front of the guide for convenient recordkeeping, and an appendix provides a glossary of 150 selected terms for conservation and resource use. The student reference contains information sheets and summaries for each of the lessons. while the Plant Identification Manual includes drawings and descriptions on grasses and grasslike plants, legumes, forbs, and perennial woody plants. (KC)

ED 419 930 CE 076 537

the Biographies of Women in Rural Areas" (Kaschuba); "Konstellationen frueher Erwachsenenbildungsforschung in Deutschland Constellations of Early German AE Research " (Broedel); "Can Women Be Placed at the Heart of AE and Its History?" (Benn); "Historische und gegenwaertige Typen von Erwachsenenbildnern in Ungarn Hungarian Adult Educationalists: Some Historical and Contemporary Categories " (Petho); "Fachgruppen Specialist Groups " (Filla); "Hagiographies in Medieval Serbian Education of Adults" (Popovic); "Vocational Adult Training in East Germany after 1989" (Dewe, Meister); "Handing over Knowledge or Fostering Education?" (Maroti); "Probleme der Neuorientierung Problems of Reorientation " (Pugachev); "Jena--An Innovative Center of AE" (Meilhammer); "Wilhelm Rein, Founding Father of AE at the University of Jena" (Vogel); "Originality and Practicality of the Adult Educational Theories of Dr. Jure Turic, Croatian Graduate of the University of Jena (1892)" (Klapan, Lavrnja); "Meine Lehrzeit in der Erwachsenenbildung 'My Apprenticeship in AE' " (Kessler); "Zur existentiellen Dimension der Erwachsenenbildung in der ehemaligen DDR On the Existential Dimension of AE in the Former East Germany " (Rothe); "Bedeutung und Funktion von Weiterbildungsprozessen fur die Gestaltung von Lebenslaeufen The Significance and Function of Further Education Processes in the Shaping of Careers " (Schaefer); "Biography as Paradigm" (Alheit); "Das Archiv fuer Erwachsenenbildung in Niedersachsen The Archive for AE in Lower Saxony " (Gierke); "Historische Bildungsforschung mit neuen Medien in Jena Jena-based Research into Educational History using Modern Media " (Friedrich); and "Reactivating the Past" (Poeggeler). (YLB)

ED 419 947   CE 076 597

Friedenthal-Haase, Martha, Ed.
Personality and Biography: Proceedings of the Sixth International Conference on the History of Adult Education. Volume II: Biographies of Adult Educators from Five Continents.
PUB DATE- 98
NOTE- 548p.; For volume I (pages 1-383), see CE 076 596. Published as volume 38 in the series "Studies in Pedagogy, Andragogy and Gerontagogy." Based on papers from the International Conference on the History of Adult Education (6th, Jena, Germany, September 2-5, 1996).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; *Adult Educators; *Biographies; Educational Change; Educational Development; *Educational History; Foreign Countries; German; Individual Development; Learning Processes; Lifelong Learning; *Personality; Vocational Education

This volume contains 36 biographies: "I.T.A. Wallace-Johnson and Radical Adult Education (AE) in Sierra Leone in the Years 1938/1939" (Turay); "Frank C. Laubach as the Father of the Adult Literacy Movement in India" (Ghosh); "A Historical Study on the Theory and Practice of Social and AE in Korea" (Lee); "Integrative Adult Educators" (Yaron); "Contribution of Mother Aline to the Interfaith Dialogue in the Palestinian-Israeli Encounter" (Sant); "Dissenter in the History of AE" (Kett); "Shaping the Democratic Personality" (Stubblefield); "Contributions of Alexander N. Charters to the Field of AE" (Siddiqui); "Reflections on Mainstreaming of AE into the Academic Life of Syracuse University 1948-1973" (Charters); "Contribution of David Unaipon to Aboriginal Culture and Education" (Bin-Sallik); "Contribution of Dr. Rudolf Steiner to professional development, assessment, and ongoing learning. Two ways of talking about the results of the trend analysis were used. The first was through a summary table that listed the nine framework components and a key point related to the successful application of that particular principle. It served as an overview of what was found in the trend analysis. The second way of talking about the results was through a text with a story-line. In prose format, each of the framework components was discussed in terms of the major ideas that came out of the trend analysis. A number of common elements from program practice clearly surfaced when enlarged through the lens of the framework: partnerships and participation, program orientation of worker centeredness, and ongoing assessment. The framework needed some fine tuning. Two components were less clearly defined--equity and professional development. (A set of guiding questions directly related to the framework is appended for use as a reflective exercise.) (YLB)

ED 419 966 CE 076 663

Castro, Ida L.
Equal Pay: A Thirty-Five Year Perspective.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Civil Rights Legislation; *Employed Women; Employment Level; *Equal Opportunities (Jobs); *Federal Legislation; Females; Labor Legislation; Males; Nontraditional Occupations; Salary Wage Differentials; *Sex Discrimination; *Sex Fairness; *Wages
IDENTIFIERS- *Equal Pay Act 1963

Issued on the 35th anniversary of the signing of the Equal Pay Act (1963), this report is a historical analysis of the economic trends affecting women workers from the years leading up to passage of the act through the present. It is divided into three time periods to highlight important developments: Part I--The Early Impact of the Equal Pay Act, 1960-1975; Part II--Making Their Place in the Work Force, 1975-1985; and Part III--Moving Forward--Making a Difference, 1985-1997. Within each time frame, the report provides data on women's labor force participation, leading occupations, and educational attainment. When available, it also includes data on wages, issues particular to women from minority groups, and other trends. The conclusion, Part IV--Issues to Watch in the New Century, sums up these patterns and discusses trends to watch for in the future. Nine figures and 23 tables are included. Two appendixes present (1) chronology and tables on equal pay; and (2) data supporting figures in the text. The report shows that the Equal Pay Act laid the foundation for massive changes not only in women's pay but in patterns of work and the nature of work. Working women were affected by these changes and they were agents of change. Since the passage of the act, women's wages have risen from an average of 59 percent of men's wages to 76 percent of men's wages. (KC)

ED 419 967 CE 076 668

Ziegler, Mary F.
Tellin' Stories Project. Final Evaluation Report.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.

*Indigenous Populations; Individual Needs; Instructional Effectiveness; Literacy Education; *Outcomes of Education; *Performance Factors; Postsecondary Education; Rural Areas; Rural Education; Secondary Education; Student Attitudes; Systems Approach; Teacher Attitudes; Urban Areas; Urban Education; *Vocational Education
IDENTIFIERS- *Australia (Torres Strait); *TAFE (Australia)

The factors leading to positive outcomes in vocational education and training (VET) for Aboriginal and Torres Strait Islander people were examined through person-to-person and telephone interviews with indigenous Australian students and VET providers. The interviews focused on the following: the range of VET provision and the extent of its variation in urban, regional, rural, and remote contexts; students' concerns regarding course access, design, and delivery; typical pathways taken to VET by indigenous Australian people; and language and literacy issues in the delivery of VET and their relation to culturally relevant course design and delivery. It was concluded that many factors affect outcomes of participation and that these factors must be viewed as part of a "human system" of delivery. Language and literacy were deemed key to successful outcomes of VET, and the following guiding principles for better course delivery were identified: recognize that education and training is a cultural response; make space for Aboriginality within institutions; involve Aboriginal communities in course delivery; be flexible and negotiate appropriate teaching and learning; recognize that a range of support is needed; make language and literacy part of course delivery; and evaluate the effectiveness of each part of the course delivery system. (MN)

ED 419 985 CE 076 698

McIntyre, John; Ardler, William; Morley-Warner, Terri; Solomon, Nicky; Spindler, Laraine
Culture Matters. Factors Affecting the Outcomes of Participation in Vocational Education and Training by Australian Indigenous Peoples.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 212p.; For a related report, see CE 076 697.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cultural Differences; Cultural Pluralism; Delivery Systems; Educational Needs; English (Second Language); Enrollment; Foreign Countries; *Indigenous Populations; Individual Needs; Instructional Effectiveness; Literacy Education; *Outcomes of Education; *Performance Factors; Postsecondary Education; Questionnaires; Rural Areas; Rural Education; Secondary Education; Student Attitudes; Student Characteristics; Systems Approach; Teacher Attitudes; Urban Areas; Urban Education; *Vocational Education
IDENTIFIERS- Aboriginal Schools (Australia); *Australia (Torres Strait); *TAFE (Australia)

The factors affecting the outcomes of indigenous Australians' participation in vocational education and training (VET) were examined in a study in which 7 Aboriginal researchers in 5 Australian states and territories interviewed 70 indigenous Australians enrolled in VET and 48 coordinators and teachers in technical and further education (TAFE) colleges, independent Aboriginal providers, and universities with significant programs for Aboriginal and Torres Strait Islander people in

Netolicky, Cecilia
Strike Four: An Educational Paradigm Servicing Troublesome Behaviour Students.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Antisocial Behavior; *Behavior Problems; Discipline; Emotional Problems; Foreign Countries; *High Risk Students; Outcomes of Education; Performance Contracts; *Prevention; Problem Children; Secondary Education

For chronically troublesome students educational strategies of exclusion currently lead to revolving door syndrome, resulting in ever-increasing learning deficits, and further inappropriate behaviours. Strike Four is an educational paradigm servicing "category three alienated students" (exhibiting significant social and/or emotional difficulties and behavioural disorders) in retentive environments in Australia, with the goal that these young people re-enter mainstream, technical college, or the workforce by the end of the 19-weeks. A practitioner research model made simultaneous paradigm development and testing possible. The process of program development is reviewed including an ethos document, the behaviour management policy, the development of positive contracting as a tool, and the truancy policy. Under "Curriculum as a Tool to Shape Behaviour," the value of flexible curricula and the use of key teaching times are discussed. Teaching stories were developed and tested in the classroom to address specific life skills as situations arose. Programs employing Strike Four strategies have achieved close to 100% attendance and placement of students into work or technical college. A post-support program provided support to the transition to the workplace. These students were still functioning in their placements three months later. (EMK)

ED 420 005 CG 028 477

Schweigert, Francis J.
Moral Learning in the Space between Places: The Potential of Community-Based Moral Education.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Standards; Community Involvement; Crime; Criminals; *Delinquency; *Family Involvement; Juvenile Justice; *Moral Development; Public Policy; Social Behavior; *Social Environment; *Victims of Crime
IDENTIFIERS- *Mediation; Restitution; Restitution Programs; Victim Compensation

This paper presents the results of a heuristic and interpretive study of a public policy experiment in the criminal justice system, victim offender mediation conferencing. Conferences typically include the victim, the offender, their supporters and family members, and one or more conference facilitators. Participants report high levels of satisfaction with the process and outcomes with changes in attitudes, behavior, and social belonging. Preliminary conclusions are presented competency model. Implications for practice are discussed. (MKA)

ED 420 025 CG 028 527

Think College? Me? Now? A Handbook for Students in Middle School and Junior High School.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *College Attendance; College Choice; College Planning; *College Preparation; *Elementary School Students; Intermediate Grades; *Junior High School Students; Junior High Schools; Middle Schools; Student Financial Aid
IDENTIFIERS- *Middle School Students

This handbook is designed to encourage students in middle school and junior high school to begin thinking about attending college. It defines the different types of colleges that exist; compares the salaries of college graduates to those of non-college graduates; discusses technical programs; lists the type of jobs available to those who attend two-year programs, four-year programs, and graduate programs; lists college preparatory courses by subject area; encourages students to seek help when planning for college; provides a breakdown of the costs of college; defines different types of financial aid; provides web site addresses for federal financial aid information. The following steps in getting ready for college are described: (1) deciding what kind of school to attend; (2) taking the right courses in middle and high school; (3) finding out how much college costs; (4) exploring financial aid options and saving money. (MKA)

ED 420 026 CG 028 528

Canter, Andrea S., Ed.; Carroll, Servio A., Ed.
Helping Children at Home and School: Handouts from Your School Psychologist.
PUB DATE- 98
NOTE- 567p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Counseling Techniques; Elementary Secondary Education; *Family School Relationship; *School Psychologists
IDENTIFIERS- National Association of School Psychologists

A follow-up to the National Association of School Psychologists' "Helping Children Grow up in the 1990's," this collection of handouts represents updated, revised, and newly developed resources addressing many children's issues faced by families and educators. Organized in loose-leaf format, these handouts are designed to be individually photocopied and given by school psychologists to parents, teachers, administrators, and others working with children. The intention of these handouts is to help make a difference in the lives of children to foster their success as adults and parents of the next generation. Each handout includes general information about the topic, its relation to child development and strategies for supporting children at home and at school. The handouts are not intended to be comprehensive reports or detailed prescriptions, but to however, a darker side. High expectations of society, parents, and teachers may have an effect on the students' self-esteem. The economic recession in the early 1990s strongly accelerated the change in literacy demands and expectations. The prosperity of Finland will be crucially dependent on its capacity to adopt new information technology but in the meantime also to develop and apply it critically on the basis of its own national circumstances. While new media and new modes of communication arise, the old forms do not generally vanish, but rather expand and become richer. The literacy expectations (old and new) can be defined according to Jurgen Habermas's theory on knowledge interests into three quality levels--technical, practical, and emancipatory. The new expectations and demands on literacy in the information society are still associated with many tensions, possibilities, and threats to be discussed. Many problems still to be solved when developing new multicultural literacy are: contradictions between national cultures and the prevalence of scientific-technical globalism; national styles of communication; use of national languages in global networks and telecommunication; interaction of humanistic and individualistic values with the new communication and information technology; social relations when people would rather discuss through the machine than face-to-face; who has the power in the new media; and the issue of values and morals. (Contains 17 references and two tables and three figures of data.) (RS)

ED 420 048   CS 013 216

Fitzpatrick, Jo
Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills. Grades PreK-2.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Class Activities; *Interaction; *Language Acquisition; Learning Activities; Oral Language; Primary Education; *Reading Skills; Word Recognition; Written Language
IDENTIFIERS- *Phonemic Awareness; Reading Speaking Relationship

Designed to help students learn to read by teaching them how to "listen to language," this resource book presents over 90 interactive activities, reproducible manipulatives, picture cards, and word lists to help children connect oral language to written text. It also includes a complete program review with important facts about phonemic awareness to help teachers guide students' language development. Activities in the book are arranged by level of difficulty and may be photocopied, laminated, and cut into half-size sheets for easy use and storage. Contains a 93-item list of recommended books. (RS)

ED 420 049   CS 013 218

Churchill, Kathy; Durdel, Julie; Kenney, Mary
Hear It, Feel It, See It: Improving Early Reading Acquisition through a Multisensory Phonemic Awareness Approach.
PUB DATE- 98
NOTE- 112p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English

ED 420 069 CS 216 362

Nester, Nancy L.
Measuring Words in Actions: Writing and the Process of Social Change.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Course Descriptions; Higher Education; Mass Media; *Poverty; Service Learning; *Social Change; Social Influences; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Reflective Writing

A composition instructor developed a course that has moral traction, a course intended to serve as a blueprint for students, a heuristic for enlarging social consciousness and effecting social change. On the first day of class, the instructor introduces the "fundamental theme" of poverty and a schedule of assignments/activities that commence the class's journey as a "community of purpose." A discussion of social class segues into project one, an inquiry into the terms used to construct poverty as a discursive and material category. The second assignment asks students to turn their attention to mass media texts that most likely shaped their prior understanding of poverty. In the third project, students volunteer for service with an agency that helps people meet their basic needs. The last two projects (an analysis of the organization for which they worked and a formal academic research paper) encourage students to reflect on their actions and ponder steps toward short or long term solutions. These five projects encourage students to identify or hypothesize solutions and to see themselves implicated not only in the problems but also in the search for solutions and the process of social transformation. Contains 20 references; an appendix contains an overview of assignments. (RS)

ED 420 070 CS 216 363

Borras, Isabel
Meaningful Learning: A Perspective.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Theories; Higher Education; Holistic Approach; *Learning Processes; *Mass Media
IDENTIFIERS- Emancipatory Learning; *Meaningful Learning; Postmodernism; *Self Reflection

This paper elaborates on the ways self-reflective practices that have sprung from within the postmodern discourse may conduce to meaningful learning, all without forgetting that the truth is idiosyncratic and that the highest human goals are barely teachable. Hence, rather than prescribing methodological "recipes," the paper looks at the coordinates which agitating patterns and boundaries of learning may help to recognize the social processes that define, select, and organize knowledge.

PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Evaluation Criteria; *Film Study; Higher Education; *Mass Media; *Production Techniques
IDENTIFIERS- Aesthetic Communication; Camera Angles; *Video Production; Visual Communication

The pressure to produce products assures thoughtless imitation and replication in video production. As J. Lynch (1984) observed of the early music video industry, "they borrow the techniques of Dada, Surrealism, and abstract film, and as K. Dieckmann (1985) concurs, the "commercialized industry takes up avant-garde practices to sell products." Those instructors who are obliged to discuss, demonstrate, and evaluate media production practices are burdened with the need and responsibility to define and even quantify such practices. How does an instructor critique the use of such imaging variables as black and white, and Steadicam versus "shakycam?" The shakycam image, also referred to as "the film school look," appears erratic and unplanned. Distinguishing good and appropriate shakycam from bad or inappropriate shakycam requires discerning some form of positive and constructive communication aesthetic within that which appears to be random or thoughtlessly anarchic. "The film school look" might result from a neophyte camera user's lack of bodily motor control and skill in obtaining a desired image composition. An experienced camera user will inevitably develop a sense of composition in accordance with established guidelines. What "authentic" shakycam might exhibit is a camera movement that mimics eye movement. From a production aesthetics standpoint, it is possible to distinguish between good and bad shakycam and other reflexive techniques. A consideration of the fundamental characteristics of perceptual and cognitive processes can provide support for understanding how these techniques function. (NKA)

ED 420 090 CS 509 859

Higgins, Mary Anne
Positioning the Practice of Health Communication in Community Education Programs.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Communication Problems; Community Benefits; *Community Education; *Consumer Education; *Health Education; *Physician Patient Relationship; Program Proposals
IDENTIFIERS- *Communication Context; Consumer Information; *Health Communication

Despite the emphasis on improving physician-consumer communication, patients, families and friends of patients, and other consumers still report frustrations during communication interactions with physicians. Some of those problems could be alleviated by more physician training in effective

Reform.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Assessment; *Educational Change; Elementary Secondary Education; Evaluation Problems; *State Departments of Education; State Programs
IDENTIFIERS- *Kentucky

Kentucky's systemic reform initiative has been heralded as one of the more comprehensive and well-sustained reforms in recent history. To evaluate the course of this reform, the challenges associated with researching and evaluating a statewide systemic reform effort are detailed here. By using a description of the politics of evaluating systemic policy at the state level, the paper attempts to fill the gap between the investigation of how policy works and the investigation of how policy is evaluated. An embedded, single-case design was used to study the program over a 3-month period. Examination of the system suggests that the political agenda and organizational structure of the Kentucky Department of Education influence evaluation processes. Such tension has been documented elsewhere, but the complexity of the reforms in the state prevents comprehensive answers to the question lawmakers want answered: Is this initiative effective? The findings indicate that the political boundaries of statewide policy-evaluation research are more complex and problematic than the generally intricate questions of reform effects. Moreover, it is argued that such political borders may prevent adequate assessment of reform efforts, thus forestalling improvements in teaching and learning. (Contain 37 references.) (RJM)

ED 420 111 EA 029 085

Ritter, Jill, Ed.; Jones, Crispin, Ed.
Refugee Education: Mapping the Field.
PUB DATE- 98
NOTE- 194p.; Based on topics discussed in seminars of the London University Institute of Education's Refugee Education Initiative.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Educational Environment; Elementary Secondary Education; English (Second Language); Foreign Countries; Immigration; Political Attitudes; Posttraumatic Stress Disorder; *Refugees; *Student Adjustment
IDENTIFIERS- *Great Britain; Refugee Resettlement

With over 35,000 asylum-seeking and refugee children in British schools, British policy has become increasingly restrictive toward refugees. Some of the successful initiatives for the proper integration of these children, along with effective provisions, are detailed in this collection of articles. This book, which is intended for teachers, academics, and policymakers, examines the psychological adaptation of refugee children and young people. It discusses current issues in refugee education and the plight of refugees throughout the world, focusing on the fact that most refugees are women and

Chapter 5 addresses concerns in working with nurses in the home and covers family rights, establishing roles and responsibilities, setting rules for the care of the child, and the relationship of nurses to siblings and parents. The concluding chapter is on meeting the challenges of parenting including development of identity, discipline, and expressing and listening to feelings. A directory of 31 organizations providing further information is attached. (DB)

ED 420 130 EC 306 466

Jordan, Rita
Education of Children and Young People with Autism. Guides for Special Education No. 10.
PUB DATE- 97
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; *Behavior Change; Behavior Problems; *Clinical Diagnosis; *Communication Skills; Definitions; Elementary Secondary Education; *Emotional Development; Foreign Countries; *Interpersonal Competence; Intervention; Leisure Education; Teaching Models; Theories; Thinking Skills
IDENTIFIERS- *Aspergers Syndrome

This guide offers practical guidance for parents and practitioners working directly with children who have autism or Asperger's Syndrome. Chapter 1 distinguishes between the two conditions, offers a practical definition of autism, and stresses the importance of individual differences. Chapter 2 is on identifying special needs in autism and notes the role of diagnosis in education and care, primary and secondary difficulties, and "theory of mind" explanations. Chapter 3 focuses on developing social skills including particular social difficulties such as physical withdrawal, negativism, and peer relationships. Chapter 4 is on enabling communication, including language difficulties, developing language, facilitated communication, fostering communication, and communication problems. Chapter 5 offers suggestions for encouraging flexibility in thinking and behavior. Chapter 6 is on behavior management and urges setting priorities, seeing disruptive behavior as communication, identifying unwanted behavior, and changing behavior. Chapter 7 is on working with emotions including recognizing emotional cues, sexuality, and bereavement. Chapter 8 considers the development of life and leisure skills. The final chapter offers models of practice from Spain, France, Hungary, and South Africa. (Contains 17 references.) (DB)

ED 420 131 EC 306 469

Craver, James M., Ed.; Burton-Radzely, Lisa, Ed.
Technology Links to Literacy: A Case Book of Special Educators' Use of Technology To Promote Literacy.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Child Welfare; Children; Decision Making; *Disabilities; *Eligibility; *Federal Aid; Federal Programs; *Financial Support; Medical Evaluation; *Severity (of Disability); *Standards
IDENTIFIERS- *Supplemental Security Income Program

This report presents the Government Accounting Office's recommendations regarding standards for determining eligibility for Supplemental Security Income (SSI) based on a childhood disability. The report is based on the Social Security Administration's (SSA) monitoring of 288,000 children whose eligibility was subject to review and of 370,000 new applicants. Overall, the report finds that SSA has made considerable progress in implementing the welfare reform changes in eligibility for SSI children. However, because SSA's medical listings reflect multiple levels of severity, SSA needs to expedite the updating and modification of its medical listings to ensure that all children are assessed against a uniform severity standard. SSA also needs to take concerted action to follow through on its plan for monitoring and continually improving the quality of decisions regarding children. Other findings indicate that fewer children are affected by new welfare reform restrictions than was earlier estimated, and existing regulations generally set severity standards at two marked or one severe functional limitation. A response from the SSA notes the agency's need to consult with medical experts to ensure that listings reflect state-of-the art medical practice and that the listings revision process will take several years. (DB)

ED 420 151 EC 306 525

Kaye, H. Stephen
Vocational Rehabilitation in the United States. Disability Statistics Abstract Number 20.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Employment; Federal Aid; Financial Support; Job Placement; Outcomes of Education; Program Effectiveness; *Statistical Data; *Vocational Rehabilitation; Young Adults
IDENTIFIERS- *Outcomes of Rehabilitation; *Rehabilitation Services Administration

This abstract summarizes 1995 statistics from the Rehabilitation Services Administration concerning vocational rehabilitation (VR)in the United States. It notes that $2 billion in federal grants, matched by $645 million in state and local funds, provided VR services to 1.3 million individuals, of which 75.2 percent were classified as having severe disabilities. Other highlights indicate that about 60 percent of those receiving VR services eventually complete their programs and find jobs. Among successfully rehabilitated clients, the most common primary causes of disability are orthopedic impairments (21 percent), mental disorders (18 percent), and mental retardation (13 percent). Most rehabilitated clients are between the ages of 20 and 44 and spend an average of nearly two years receiving

Institutional Characteristics; Language Minorities; *Limited English Speaking; National Surveys; Parent Participation; *Research Methodology; *Sampling; Staff Utilization; *Statistical Analysis; *Student Characteristics; Teacher Characteristics; Teacher Qualifications
IDENTIFIERS- Elementary Secondary Education Act Title VII

The technical appendixes are part of a study that explores the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and qualifications (including first and second language proficiency) and training of staff (including training/certification in bilingual or English-as-a-Second-Language (ESL) instruction); and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, fourth of 4 of the final report, contains copies of the data collection instruments and notes on the sampling design, response rates, non-response adjustments, and analytic weighting approaches used. (MSE)

ED 420 171 FL 024 924

In the French Body. FIPSE Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 24p.; Appendices were confidential and were removed.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Body Language; Communication Skills; Computer Assisted Instruction; *Cultural Awareness; *French; German; Higher Education; Instructional Materials; Interactive Video; Material Development; *Nonverbal Communication; *Second Language Instruction; Skill Development; Suprasegmentals; Teacher Education; Videotape Recordings

This report describes an instructional material development project designed to promote a more holistic concept of second language instruction, embracing nonverbal as well as verbal communication. Initially designed for French instruction and later produced for German, the project had as a concrete goal to produce a distributable version of a package of materials called, "Dans la peau des francais" ("In the French Body") consisting of: a 30-minute videodisc, disk containing Hypercard stacks to run the videodisc, a student handbook and diskette, teaching guide and teacher diskette, and a 150-minute teacher training videotape. The approach has students at the second-year college level and above analyze and assimilate features that distinguish native French speakers from non-natives to achieve a more natural interactional style. Students study facial expression, hand and body movement, tempo, tone, and other cultural traits of communication. The report summarizes the process and products of the project, including discussion of administrative pitfalls, considerations in duplicating the

ED 420 191 FL 025 291

Lee, Hikyoung
English Article Deletion in Korean EFL Learners' Compositions.
PUB DATE- 97
NOTE- 12p.; For the serial issue as a whole, see FL 025 288.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Determiners (Languages); *English (Second Language); Foreign Countries; Grammar; Higher Education; Korean; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Rural Areas; Second Language Learning; *Sex Differences; Social Influences; Uncommonly Taught Languages; Urban Areas; *Writing (Composition); Written Language
IDENTIFIERS- Koreans

A study quantitatively analyzed the frequency of English article deletion by Korean learners of English as a foreign language (EFL). Subjects were 49 freshmen in a South Korean university. The absence of an article system in Korean induces usage errors in which learners ungrammatically either omit or add an article. The study especially focuses on the linguistic (article placement) and social factors (rural vs. urban background, gender) that influence deletion of both the definite and indefinite articles in the students' written English compositions. Results suggest article deletion is systematic and sensitive to both linguistic and social variables. Males deleted articles more than females, but no apparent difference resulted from regional background and there was no difference in deletion rate for definite and indefinite articles. (Contains 9 references.) (MSE)

ED 420 192 FL 025 292

Jo, Victoria
Effects of Instructional Strategies on Second Language Acquisition Processes.
PUB DATE- 97
NOTE- 12p.; For the series issue as a whole, see FL 025 288.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Grammar; Instructional Effectiveness; Language Patterns; Language Research; *Learning Processes; Linguistic Theory; *Second Language Instruction; Second Language Learning; *Second Languages; Semantics; *Syntax

Research has demonstrated that second language learners benefit considerably from form-focused instruction within the context of a communicative language program. Thus, it is suggested that second language teachers should provide guided, form-based instruction in a meaningful context. Instructional strategies based on three dimensions of code-focused second language instruction (experiential-analytic, implicit-explicit, and intralingual-crosslingual) are discussed in this paper. The mode by which acquisition of "in-that-clause" constructions can be assisted by classroom instruction, as well as which instructional strategies would be most effective in promoting the learning of this feature, are explored. It is concluded that the explicit and analytic instructional strategies are effective for teaching syntactically and semantically peculiar attend bilingual education programs, but their parents do not have the same opportunities. Adults now arrive with more education than previously, and have less difficulty adjusting to the new environment. Due to the peculiar pattern of Mexican migration, Mexico and the United States should work together in adult, child, and bilingual education as a whole and in relation to the needs of immigrants and their families. Areas of current collaboration include teacher education, adult education in Spanish, development of printed materials in Spanish, and Internet resources. There is much room for growth in these efforts. Contains 3 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 420 213 HE 031 253

Return on Investments: Employment Five and Ten Years Later. Survey of the Advanced Degree Completers of 1986-1991.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Demography; Doctoral Degrees; *Educational Attitudes; Employment Level; *Employment Patterns; *Graduate Study; Higher Education; Income; Masters Degrees; *Outcomes of Education; Second Languages; Tables (Data)
IDENTIFIERS- Oregon State University; Portland State University OR; University of Oregon

This study sought to identify longer-term consequences for employment of students completing advanced degrees at the University of Oregon, Oregon State University, and Portland State University. Telephone interviews were conducted in November 1996 with 1,236 advanced-degree recipients who had completed degrees between 1986 and 1991. The study found that 93 percent of respondents were employed, and that 94 percent reported that they were satisfied with the education they had received. It also found that 61 percent of respondents took jobs in Oregon, and that most graduates had jobs in Portland rather than in other Oregon regions. The survey results indicated that 65 percent of the respondents completed an internship, and that the median personal income in 1995 for graduate-degree recipients was between $40,000 and $49,999. The study also found that 20 percent of the respondents were employed in jobs in the United States that require the use of a second language. Seventeen data tables present additional results. (MDM)

ED 420 214 HE 031 254

Transfer and Articulation: A Status Report with Recommendations for Board Policy and Strategic Action.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); Community Colleges; Courses; Distance Education; *Educational Policy; Higher Education; Outcome Based Education; State Boards of Education; State Colleges; *State Universities; Transfer Policy; Transfer Programs; *Transfer Students
IDENTIFIERS- Oregon

in interpreting the codes that appear in the Student Aid Report (SAR), which is sent directly to the student, and in the Institutional Student Information Record (ISIR), which is an electronic report sent directly to institutions by the U.S. Department of Education. An introductory chapter identifies major system changes for 1998-99, such as changes to the Student Aid Report, changes in the processing flow, and highlights and assumptions of the electronic system. The second chapter explains in detail the information summaries on the SARs and ISIRs, such as record types, verification types and flags, Pell digits, the dependency override function, reprocessing codes, reject reasons, and subsequent application flags. The third chapter explains how to perform corrections and updates on the Information Review and the Information Request forms, and explains the parent information for independent students section. Seven appendices include information on reject codes and reasons, data base matches and match flags, 1998-99 comment codes and text, list addresses, and shows sample SARs, SAR information acknowledgments, and sample ISIRs. (DB)

ED 420 235 HE 031 285

Nunez, Anne-Marie; Cuccaro-Alamin, Stephanie
First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence; Enrollment Influences; Family Influence; Higher Education; Longitudinal Studies; Outcomes of Education; *Student Characteristics; Student Experience; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- Baccalaureate and Beyond Longitudinal Study (NCES); Beginning Postsecondary Students Long Study; *First Generation Students

This report uses data from the 1989-90 Beginning Postsecondary Students Longitudinal Study and the 1993 Baccalaureate and Beyond Longitudinal Study to examine the postsecondary experiences and outcomes of first-generation students relative to their peers. After an overview of the demographic, aspirational, and enrollment characteristics of first-generation and non-first-generation students, the report compares the persistence and attainment rates of these groups; it also examines the labor market and further postsecondary outcomes of these students. The major findings are: (1) first-generation students were more likely to be older, have lower incomes, be married, and have dependents than non-first-generation peers; (2) first-generation students were more likely than their peers to enroll in postsecondary education part-time, and to attend public two-year institutions, for-profit institutions, or other less-than-four-year institutions; (3) first-generation students were equally as likely to take remedial classes as peers, though there were differences by sector on this measure; (4) first-generation students were more likely than peers to say that being very well off financially was very important to them; (5) first-generation students

This study investigated the influence of role expectations, as defined by tenure status, on medical school faculty attitudes toward professional development activities. A total of 226 full-time faculty within a medical school completed a 15-item professional development goals questionnaire. The study found that full-time faculty perceptions of professional goals differed based on their tenure status, and that the teaching goals and research goals scales of the questionnaire predicted tenure status effectively and reliably. It also found that tenure-track faculty placed higher importance on professional development goals for teaching than for research, whereas non-tenure-track faculty placed higher importance on professional development goals for research than for teaching. (Contains 15 references.) (MDM)

ED 420 255 HE 031 308

Reed, Carole Ann
Religious Observance Accommodation in Ontario Universities. Discussion Paper.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Christianity; *Civil Liberties; Dress Codes; *Educational Policy; Food Service; Foreign Countries; Higher Education; Interpersonal Relationship; Islamic Culture; Judaism; *Public Colleges; Public Policy; *Religion; Religious Cultural Groups; Religious Differences; Religious Discrimination; Sex Differences; *State Universities
IDENTIFIERS- *Ontario

This paper highlights the religious accommodations that Ontario (Canada) universities have undertaken to create an inclusive, supportive learning community for all students, faculty, and staff. It outlines the demographic changes and public policy surrounding religious accommodation issues in Canada and in Ontario in particular, focusing on the Ontario Human Rights Code policy on creed and accommodation of religious observance. The paper then discusses some of the multifaith tensions present in Ontario university communities, including the lack of clarity of basic definitions, secularism, ambivalence toward religious expression, discrimination, diversity within diversity, intergroup tensions, and discrepancy of views concerning current accommodation measures. The paper describes the accommodation needs of different groups, including Muslims, Hindus, Jews, and other groups, along with successful accommodations for worship and ceremonial space, athletic facilities, residence life, and classroom and food service issues. Finally, the paper discusses social climate issues, such as harassment, dress and modesty requirements, curriculum, and counseling and health services. (MDM)

ED 420 256 HE 031 309

Reaping the Benefits: Defining the Public and Private Value of Going to College. The New Millennium Project on Higher Education Costs, Pricing, and Productivity.
SPONS. AGENCY- Ford Foundation, New York, NY.; Education Resources Inst., Boston, MA.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English

collaboration in the context of NAFTA and the global economy. Appendices present reprints of two brief related articles. (DB)

ED 420 274 HE 031 331

Reengineering Elementary Accounting. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; Attitude Change; *College Instruction; *Curriculum Development; Higher Education; Introductory Courses; Student Attitudes
IDENTIFIERS- California State University Chico

This final report describes activities and accomplishments of a 3-year project at California State University Chico (CSUC) to reengineer the 2-semester elementary accounting course. The new model emphasized, first, shifting from the traditional view of the preparer of accounting information to that of the user; second, forcing the student to adopt an active learning mode; and, third, developing problem-solving, interpersonal, and computer skills. During the 3-year period of the grant, approximately 2,700 students were exposed to the new curriculum at CSUC. Assessment data indicate that significant shifts in student attitudes occurred in the desired directions. Dissemination initiatives have resulted in seven schools committing to adapting the new curriculum to their institutional settings. Following an executive summary and a project overview, individual sections of the report describe the project's purpose, its background and origins, key elements and major features of the reengineered curriculum, project results, and a summary. Extensive appendices include sample serial cases, pre- and post-test attitude surveys, sample final exams, results of student exit interviews and questionnaires, and two papers about the project: "Re-engineering Elementary Accounting Education A Statement of Course Objectives and Subobjectives" (Curtis L. DeBerg and Richard B. Lea), and "Bridging Principles and Intermediate Accounting Using Electronic Spreadsheets" (Curtis L. DeBerg). (DB)

ED 420 275 HE 031 332

Retention and Graduation Rates at Maryland Four-Year Public Institutions.
PUB DATE- 98
NOTE- 49p.; For a related document, see HE 031 333.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *College Graduates; *Educational Attainment; Higher Education; Public Colleges; School Holding Power; *State Colleges; *State Universities; Tables (Data)
IDENTIFIERS- *Maryland

This report presents 44 tables detailing the retention and graduation patterns, by institution, of first-time, full-time students at Maryland's public four-year colleges and universities, from 1977 to 1996 . Specifically, it looks at the number and percent of students retained at their original

Intelligence: Daniel Goleman," by Alicia King Redfern. (MAB)

ED 420 294 HE 031 367

Higher Education Amendments of 1998. Report of the Committee on Education and the Workforce. House of Representatives on H.R. 6, Together with Additional and Dissenting Views (Including Cost Estimate of the Congressional Budget Office). House of Representatives, 105th Congress, 2d Session.
PUB DATE- 98
NOTE- 641p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Facilities Planning; Educational Finance; *Educational Legislation; Facility Improvement; Federal Aid; Federal Government; *Federal Legislation; Foreign Students; Graduate Study; Grants; Higher Education; Policy Formation; Postsecondary Education; *Public Policy; *Student Financial Aid; Student Loan Programs; Teacher Retirement
IDENTIFIERS- *Higher Education Act Amendments 1998

This volume presents the report of the Committee on Education and the Workforce regarding the Higher Education Amendments of 1998, including additional and dissenting views. The report, which features both the text of the amendments and the Committee's review of them, covers the following sections of the proposed legislation (H.R. 6), set to go into effect October 1, 1998: Title I - General Provisions; Title II - Postsecondary Education Improvement Programs; Title III - Institutional Aid; Title IV - Student Assistance (including grants, the federal family education loan program, federal work-study programs, William D. Ford Direct Loan Program, federal Perkins loans, need analysis, general provisions, and program integrity); Title V - Developing Institutions; Title VI - International and Graduate Education Programs; Title VII - Construction, Reconstruction, and Renovation of Academic Facilities; Title VIII - Additional Provisions; Title IX - Amendments to Other Laws (including Education of the Deaf Act); and Title X - Faculty Retirement Provisions. Additional views are offered regarding the reporting of student costs, market forces and loan programs, teacher training, student loan program fees, and the constitutionality of several of H.R. 6's elements. (MAB)

ED 420 295 HE 031 368

Jeris, Laurel S.
Intervening for Transformation: An Organizational Learning Perspective.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Planning; Environmental Scanning; Higher Education; *Institutional Administration; Institutional Environment; *Long Range Planning; *Organizational Change; Organizational Objectives; Policy Formation; Resistance to Change; Strategic Planning
IDENTIFIERS- *Organizational Learning

This paper reviewed change strategies based on concepts of organizational learning adopted by four higher education institutions. The study sought to examine the complexities and federal Library Services and Technology Act funds; and (4) to fulfill the planning requirements of ORS 357.015 (4) and of Public Law 104-208, the Library Services and Technology Act. This paper discusses the process of developing the LSTA five-year state plan, and describes objectives, strategies, needs, and reference to an attached table of benchmarks for evaluation for the following two goals: The Oregon library community is committed to unrestricted access to the state's collections and library services for each Oregonian; and The Oregon library community is committed to quality local library collections and services for every Oregonian. The table of 13 benchmarks for the evaluation of the plan is included at the end of the document. (AEF)

ED 420 316 IR 057 061

Help Wanted 1998: A Call for Collaborative Action for the New Millennium.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Degree Requirements; Employment Potential; Employment Practices; Employment Projections; *Information Technology; *Occupational Surveys; Organizational Development; Organizational Objectives; Training
IDENTIFIERS- Computer Use; *Technology Role; *Technology Utilization

This report contains the findings of a national survey on the information technology (IT) workforce. Findings are based on responses to a telephone survey of a single representative from 532 companies, both IT and non-IT, with more than 100 employees. The report is divided into three major sections: survey goals and process, results, and a conclusion. Six results are discussed in detail: (1) reported IT positions and vacancies; (2) education requirements for core IT positions; (3) retention and hiring of core IT positions; (4) strategies for meeting IT personnel needs; (5) training challenges; and (6) training providers. Seven tables show results. Appendices include a background on IT workforce issues; core occupational clusters; references cited; survey methodology; regions of the United States; the survey instrument; research team members; and IT convocation task force summaries. Includes seven tables. (AEF)

ED 420 317 IR 057 062

Razza, Betsy L.
Utilization of Satellite Dish Technology and its Application in Taping PeachStar Programming: A Survey of Library Media Specialists.
PUB DATE- 98
NOTE- 121p.; Presented in partial fulfillment of requirements for the Degree of Specialist in Education in Library Media Technology in the College of Education at Georgia State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Information Technology; *Library Equipment; Library Services; *Library Surveys; Media Specialists; Programming (Broadcast); *Satellites (Aerospace); *School Libraries;

faculty, and staff in meaningful dialogues on diversity issues. These expanding diversity perspectives encounters are promoted through brochures and announcements, and are often open to the general public. Color Me Human has had a positive impact not only on Hawkeye's campus, but throughout the district as a whole. Personal responses to the program have been positive, and efforts will continue to integrate diversity programming into the general curriculum and promote awareness. (YKH)

ED 420 338 JC 980 284

ACCJC 1996-1997 Annual Report.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Annual Reports; College Governing Councils; *Community Colleges; Disclosure; *Educational Policy; Financial Policy; Governing Boards; Money Management; Partnerships in Education; Peer Evaluation; Personnel Policy; Public Policy; Self Evaluation (Groups); Two Year Colleges

The 1996-97 Annual Report from the Accrediting Commission for Community and Junior Colleges (ACCJC) provides public disclosure of the Commission's procedures and policies to help renew public confidence in the importance and effectiveness of peer review and self-regulation in accreditation. The report begins with messages from the Commission's Chair (Constance Carroll) and Executive Director (David B. Wolf), followed by an analysis of team reports (by Judith Watkin, Associate Executive Director). This section discusses planning, personnel issues, board of trustees, governance, student services, diversity issues, program review, learning resources, and district/college relationships. The next section (by A. Darlene Pacheco, Assistant Director) addresses the issue of improving communication, describing various manuals, guides, and activities that serve to enhance communication between ACCJC, members of the Commission, institutional members, and the public at large. Commission actions concerning member institutions are then listed according to the date the actions took place. Next is a table summarizing Commission actions from 1992-93, through June 1997. Policy actions of 1997 are then discussed, followed by a summary of staff reports. The final section provides the budget summary for the year ending June 30, 1997, identifying revenue and expense amounts. A list of commissioners and staff is provided. (YKH)

ED 420 339 JC 980 285

Guenther, A. H.; Hull, Darrell
Fast Tract to Currency through Curriculum Morphing.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Curriculum Design; *Curriculum Development; Educational Innovation; *Educational Technology; Industry; Information Technology; *Partnerships in Education; Science Curriculum; Scientific and Technical Information; *Technological Advancement; Technological Literacy; *Technology

college, and service to the community. The timeline for evaluation is provided, listing the activities all faculty must perform each year, and the requirements for the first year, second year, and the year prior to promotion or tenure review (or every fourth year). Next is a description of components for evaluation. The following components are described in detail: the designated evaluator, peer evaluation, administrative evaluation, student evaluation, and the annual report of activities. Faculty rank is addressed, including discussions on promotion, eligibility, criteria for promotion, and descriptions of academic rank, which include instructor, assistant professor, associate professor, and professor. (Contains a reference regarding the issue of tenure.) (YKH)

ED 420 358 JC 980 307

Agatucci, Cora; Ahern, Gloria; Mays, Ken; McCown, Jack; Sequeira, Mike
Peer Evaluation Guidelines.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; Community Colleges; Educational Quality; *Evaluation Criteria; Evaluation Methods; Faculty Development; *Faculty Evaluation; Faculty Promotion; Job Performance; *Lesson Observation Criteria; *Peer Evaluation; Performance Based Assessment; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- Central Oregon Community College

This document provides the peer evaluation guidelines for Central Oregon Community College (COCC). It begins by identifying the goals of the peer team: to maintain and strengthen the quality of instruction at COCC; establish strong collegial ties among faculty members; offer positive suggestions to them for improvement as teachers; and evaluate their performance and growth over time for purposes of rehire, tenure, and promotion. The report offers suggestions for simplifying evaluations and includes criteria for final reports. It also provides common standards for teaching performance at COCC. These include: knowledge, preparation, and understanding of subject material; instructional delivery skills and relationship with students; and course organization. One section describes unique teaching situations at COCC, including: those in labs; the library; computer sciences; film arts, fine arts, music, theater performance and studio classes; social sciences; speech courses; interdisciplinary courses and seminar classes. (Contains guidelines for classroom peer observation and course material review for peer evaluation.) (YKH)

ED 420 359 JC 980 308

Ryan, Barbara E.
Alcohol and Other Drugs: Prevention Challenges at Community Colleges.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *College

service capacity; (5) performance standards; and (6) outcome assessment. Chapters 2, 4, 6, and 8 present the social forces that led to the introduction of managed care practices in mental health, child welfare, juvenile justice, and special education, respectively. Chapters 3, 5, 7, and 9 evaluate the readiness of each field in each of the six areas to adapt to managed care practices effectively; these chapters also suggest some approaches to effectively implement specific practices and provide some cautions to consider when implementing services. Chapter 10 discusses how collaboration can improve communities for children, describes the current state of contracting between managed care organizations and state and community agencies, and some problems with cost-saving efforts in children's services. Appendices provide sample outcome questionnaires, present a suggested minimal data set for child welfare agencies, and provide suggested client rights statements. (Author)

ED 420 378 PS 026 517

Child Care Now! Special Report.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- After School Programs; *Child Advocacy; Child Caregivers; Child Development; *Day Care; *Day Care Effects; Early Childhood Education; Financial Support; Low Income Groups; *Social Problems
IDENTIFIERS- Child Care Costs; Childrens Defense Fund; *Day Care Quality

This publication explores the need for child care, particularly for low income families, and the social importance of high quality child care. These factors are the impetus for the Campaign for Child Care NOW! organized by the Children's Defense Fund. This advocacy program is urging Congress to approve legislation that will guarantee funds to help states serve low income families who need child care help; improve the quality of child care for all children; and provide safe, constructive after school activities for those children left home alone after school. The report describes some state initiatives for improving child care access. Another section of the report examines common myths about child care regarding parental satisfaction, children's development; access to child care and other factors. Also included is an article on law enforcement officials who encouraged lawmakers to make greater investments in children's healthy development. (JPB)

ED 420 379 PS 026 528

Kendell, Nicole
Adolescent Health Issues: State Actions 1997.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 98
NOTE- 93p.; For 1996 edition, see ED 417 815.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; *Adolescents; Child Behavior; *Child Health; Community Health

Employers' motivations for getting involved in school-to-work internships and their perceptions of the quality of work-based learning placements were examined through a telephone survey of 334 employers participating in 5 school-to-work programs (2 in New York, 2 in Pennsylvania, and 1 in Michigan) and a matching sample of 323 establishments not participating in school-to-work. The most important motivation for employer participation in school-to-work was philanthropic; however, a substantial minority of firms said self-interested motives were most important. Large firms were much more likely than smaller firms to provide internships. For-profit establishments constituted just under half the participating establishments but 90% of the comparison firms. Both participating and nonparticipating employers were much more concerned about the costs of training students than about the direct costs of paying students. Most internships provided by the five programs were in a diverse group of occupations, including health, education, and business services. Most participating firms provided a mentor and claimed to document and assess student learning on the job. On average, the internships lasted nearly 23 weeks, with students spending about 14% of their time on job learning. Public and nonprofit organizations tended to provide higher-quality internships; however, the not-for-profits have internships with the shortest learning times. (MN)

ED 419 912   CE 076 505

Scholl, Jan F.
Separates. 4-H Textile Science Advanced Project.
PUB DATE- 98
NOTE- 12p.; For related documents, see ED 379 505-510 and CE 076 506.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Clothing; *Competency Based Education; *Extension Education; *Home Economics; Learning Activities; Records (Forms); Secondary Education; *Sewing Instruction; *Textiles Instruction
IDENTIFIERS- Pennsylvania; *4 H Clubs

This booklet, which was developed for use by 4-H club members in Pennsylvania, contains the information required to sew a two-piece nontailored outfit and/or a one-or two-piece dress. The following are among the topics covered: the difference between a fiber and a fabric; properties of different fibers and fabrics; common jacket, neckline, sleeve, dress, and skirt styles; ways of reducing bulk and handling ease when sewing seams; the importance of clipping and notching when using a sewing pattern to cut and sew garments; the concept of nap and the procedure for laying out one-way designs; tips on matching striped and plaid fabrics; and miscellaneous sewing hints. Also included are spaces for 4-H club members to recount their completion of the sewing project and record the following: things they learned during the sewing project; project-related information shared with others; and the item, fiber content, cost of each garment made, and the time required to make it. Concluding the booklet is a section on helping other 4-H members and building leadership skills and information about other sewing-related projects available through student's local extension office or 4-H chapter. (MN)

ED 419 913   CE 076 506

Duncan, Kevin
Introduction to Swine Production. Instructor Guide and Student Reference.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; *Animal Husbandry; Animals; Citations (References); Course Content; Instructional Materials; *Job Skills; Learning Activities; Lesson Plans; *Livestock; Meat Packing Industry; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- *Hogs

This packet contains an instructor guide and student reference for a course in introduction to swine production. The curriculum contains the following seven lessons: (1) introduction to the swine industry; (2) breeds of swine; (3) principles of swine selection; (4) production systems; (5) herd health; (6) herd management; and (6) industry concerns. The instructor guide includes the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, and materials and equipment lists. For ease of use, the guide includes competencies and objectives at the beginning of the guide as well as incorporated within each lesson. In addition, 23 references are listed. A competency profile is provided in the front of the guide for convenient recordkeeping. An appendix lists eight swine associations with addresses and telephone numbers for further information. The guide incorporates the needed components to aid agriculture teachers to implement Vocational Instructional Management System (VIMS), a framework to use in planning and organizing to ensure excellence in Missouri's vocational education system by focusing greater attention on the management of teaching and learning. The student reference contains information sheets and summaries for each of the lessons. (KC)

ED 419 931 CE 076 551

Boyer-Stephens, Arden; Day, Billie; Hall, Clarisse; Houx, Ted
Vocational Resource Educator Handbook. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Disabilities; *Individualized Education Programs; Postsecondary Education; *Resource Teachers; Secondary Education; Teacher Role; Teaching Guides; Vocational Education; *Vocational Education Teachers

AE" (Stehlik); "Drei 'Bundesstaatliche Volksbildungsreferenten' als Grundungsvater der Volksbildung nach 1945 Three 'Federal Advisers for Popular Education' " (Blaschek); "Alfred Adler (1870-1937)" (Filla); "Georg Wieninger (1859-1925)" (Friedl-Sieglhuber); "Professor Assen Zlatarov (1885-1936) and the Spreading of Knowledge in Bulgaria" (Golovinsky); "Straddling Political Projects and Uncommon Personalities" (Caspar); "Biographical Aspects of the French Didactic Approach Known as 'Entrainement mental'" (Matalik); "German Jewish Adult Educator Franz Rosenzweig and His 'Posthumous' Emigration" (Volkmann); "Outstanding Women in AE" (Ziegler); "Baron Jozsef Eotvos und die Erwachsenenbildung in Ungarn Baron Jozsef Eotvos and AE in Hungary " (Felkai); "Erwin Szabo and Sandor Karacsony" (Soos); "N.F.S. Grundtvig (1783-1872) and M. Valancius (1801-1875)" (Treciokiene); "Tonko Ten Have and the Construction of Dutch Andragogy" (van Gent); "Nicolae Iorga and Dimitrie Gusti" (Sacalis); "Pawel Florenski (1882-1937)" (Nagel); "Juraj Fandly and Samuel Tesedik" (Cornanicova); "Personlichkeit und Biographie des Dr. Janez Bleiweis (1808-1881) Personality and Biography of Dr. Janez Bleiweis (1808-1881) " (Bezensek); "Slovenian AE as Revealed through the Life of Matija Vertovec" (Findeisen et al.); "Dr. Franjo Zgec" (Jug); "Anton Martin Slomsek (1800-1862)" (Lipnik); "History of AE in Slovenia during the Period 1750-1850" (Serse); "Travels from 1843 to 1858 of Karl Stellan Soderstrom, Bookbinder and Journeyman" (Engstrom); "James Stuart and the Origins of English University Extension" (Cooke); "Educating Active Citizens" (Field); and "Collective Political Biography of Four Influential British Adult Educators" (Fieldhouse). (YLB)

ED 419 948 CE 076 599

Werner, Heinz
Labour Market Trends in the United States--Lessons We Can Learn. IAB Labour Market Research Topics No. 25.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Employment Level; *Employment Opportunities; *Employment Patterns; Foreign Countries; *Job Development; *Labor Market; Policy Formation; Position Papers; *Public Policy; Salary Wage Differentials; Service Occupations; Trend Analysis; *Unemployment
IDENTIFIERS- Germany; *United States

On average, unemployed U.S. citizens remain jobless for much less time than their European counterparts do. The relatively low level of unemployment in the United States is attributable to two factors: a social protection system that offers far less protection than those in Western Europe do and a broad range of job openings. The fact that employment growth in the United States has far exceeded that in Germany cannot be explained by superior economic growth. The recent employment growth in the United States has not resulted in an increase in national income; rather, the national income is being divided among more people. Average wages have stagnated, and the wage differential between the upper and lower income brackets has increased. Most growth in employment in the United States has been concentrated in the services sector, where income is often either low or well above average. Policymakers seeking to stimulate employment in Germany must not ignore the high costs of the recent positive employment trend in the United States: increasing wage disparities, social inequality, and high levels

PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Early Childhood Education; *Economically Disadvantaged; English (Second Language); Family Involvement; Family Life Education; *Family Literacy; *Literacy Education; *Parent Child Relationship; Parent Education; *Parent Participation; Parent School Relationship; *Parents as Teachers

The Tellin' Stories Project in Washington, DC, was developed to increase the involvement of economically disadvantaged, often limited English-speaking parents in the educational process of their children. The project connected parents, educators, schools, and communities. The third-year evaluation process consisted of these activities: a focus group with parents, staff, and a teacher involved in the project; review of project documents; interviews with parents and teachers; and observation of project activities. The evaluation found that the project has made excellent progress in achieving its goals. It has developed family-oriented activities such as workshops, story-telling training workshops, summer story-telling institute, writing activities, and helping parents teaching children through stories, for 450 parents. The project also has built parental collaboration across linguistic, ethnic, and racial barriers. The project has encouraged respect for children's culture and family traditions, and has increased the input of parents into school policy and practice. Parents have become more comfortable in the school and the classroom. The project also developed a reproducible model that includes these steps: (1) promoting the project, (2) initiation, (3) coordination, (4) invitation, (5) facilitation and training, (6) transferring learning, (7) documenting outcomes, and (8) dissemination. (KC)

ED 419 968 CE 076 671

Parkin, Margaret
Tales for Trainers. Using Stories and Metaphors to Facilitate Learning.
PUB DATE- 98
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Classroom Techniques; Metaphors; *On the Job Training; *Staff Development; Story Reading; *Story Telling; *Teaching Methods; Workshops

This book is a resource for trainers or managers who provide training. The book is divided into two parts. Part one provides a brief overview of stories, metaphors, and myths and the purpose they have played over the years--and still do today. It explains how and why stories help to facilitate the learning process, and it gives guidance on where and when they might best be used in a modern business setting. This part also offers advice on how to deliver the material, how to achieve and maintain rapport with the audience, and how to make the best use of voice and body language. Part two is an anthology of 50 tales, wide-ranging in style and content. Some of them are in traditional fairy tale genre and might be hundreds of years old; some are recent personal anecdotes. The tales have at least two things in common: they have all been used successfully with audiences, learning groups, or individuals, and they all have potential and relevant learning in the form

1994. The study focused on the following: pathways to VET; learners' issues and concerns; institutional issues and provider views; literacy, language, and learning; and effective course delivery in VET. Seven guiding principles for improved VET course delivery to indigenous Australians were identified. VET providers were encouraged to adopt the concept of course delivery as a cross-cultural activity as their rationale for planing, developing, and evaluating programs for indigenous Australians. (The bibliography contains 51 references. Appended are the following: educational indicators for Aboriginal and Torres Strait Islander profile for local government areas in eastern Australia; learner interview schedule; summary of learner characteristics; institution interview schedule; list of TAFE institutions with the highest enrollments of Aboriginal and Torres Strait Islander people in 1993; summary of institutions interviewed; and examples of data management layouts.) (MN)

ED 419 986 CE 076 701

Hayton, Geoff; Garrick, John; Schaafsma, Hank; Fishman, Rosalie; Stone, Jacqueline
Management Skills in the Housing Industry.
SPONS. AGENCY- Australian Dept. of Housing and Regional Development, Canberra.
PUB DATE- 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Comparative Analysis; Continuing Education; *Educational Needs; Educational Policy; Employment Qualifications; Focus Groups; Foreign Countries; *Housing Industry; Industrial Training; Literature Reviews; National Surveys; Needs Assessment; Postsecondary Education; Public Policy; Questionnaires; Small Businesses; Strategic Planning; *Training Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

An assessment of Australia's housing industry determined the level of management skills currently existing in the industry, identified current and future management skills required for the industry, and evaluated current management skill development strategies. Data were collected from the following activities: review of recent literature; study of 4 housing companies that were selected to illustrate management training practice; interviews with 22 industry representatives; 6 focus group meetings of approximately 10 people each; and consultation with key industry stakeholders and educational providers. Small builders were generally unaware of the value of undertaking management training. Medium- to large-size builders were most likely to value financial and other management skills. Management skills were usually learned informally. Fourteen management skills in four broad areas (managing operations, finance, people, and information) were deemed critical to the industry's future. It was recommended that formal training in entry-level management skills be expanded, small builders' and subcontractors' access to continuing training in management skills be increased significantly, and distance learning programs covering the management skills identified in the study be developed. (Appended are the interview schedule and lists of the interview and focus group participants. The bibliography contains 17 references.) (MN) regarding characteristics of effective community-based moral education. Seven important characteristics typify victim offender conferences as a social space in which moral learning is enhanced: role effectiveness, situated learning, safety to openly address conflict, recurring free space for citizen empowerment, affective attachment to personal networks and social institutions, cognitive awareness and articulation of moral norms, and structured performance of moral norms. The key to their effectiveness appears to be the locus of moral learning: in the "space between places." Victim offender conferences occur in an overlapping social context located between a small, local, personal community and some larger societal body or its representative, evoking the authority of both communal and universal moral norms. (Author/EMK)

ED 420 006 CG 028 479

Lichtenberg, James W.; Hummel, Thomas J.
Levels of Therapist Understanding and Client Feelings of Being Understood and the Length of the Therapy Relationship.
SPONS. AGENCY- Kansas Univ., Lawrence. General Research Fund.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counselor Client Relationship; Participant Satisfaction; *Psychotherapy; Trust (Psychology)

The length of the counseling relationship (number of sessions) was studied in relationship to (1) counselors' understanding of their clients' views of the depth and smoothness of their sessions and (2) clients' perceptions of being understood (regarding their views of their counseling sessions) by their counselors. Participants (17 therapists and 34 clients) responded to a questionnaire. It was expected that the longer the counselor and client had been in sessions together, the greater would be the counselor's level of understanding of the client's views of their session, and the greater the sense of feeling understood would be on the part of the client. The relationship between the length of therapy and the difference between therapist's level of understanding and the client's feeling of being understood--the size of this difference and its sign being an indicator of the "realism" of the participants' interpersonal perspectives--was also studied. Multiple correlation analysis was used, and a model is included. Results tentatively suggest that time in therapy may increase clients' sense of feeling understood by their therapists, and counselors' actual understanding of their clients, at least in terms of certain perceptions the two participants have of their sessions together. Further investigation is warranted. Contains 16 references. (Author/EMK)

ED 420 007 CG 028 483

Kim, Saekyung; Gaa, John; Swank, Paul; Liberman, Dov
Identity Transformation of Korean Immigrants.
PUB DATE- 98
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

provide sufficient information to clarify important issues, initial steps to take in addressing a problem, and suggestions for further courses of action. (MKA)

ED 420 027 CS 013 094

The Stickybear Reading Comprehension Series: Science. School Version with Lesson Plans for Ages 7-10. Volume 1. Stickybear Software.
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; Electronic Text; Individualized Instruction; *Reading Comprehension; Reading Improvement; Reading Interests; Reading Materials; *Reading Programs; *Science Instruction; *Sciences; Scientific and Technical Information; Student Evaluation

This software product presents multi-level stories to capture the interest of children in grades two through five, while teaching them crucial reading comprehension skills. With stories touching on everything from the invention of velcro to the journey of food through the digestive system, the open-ended reading comprehension program is versatile and easy to use for educators and children alike. Teachers and parents can tailor the program to meet individual needs, selecting the starting level of difficulty, and specifying the number of tries allowed as students attempt to answer questions. The program automatically advances students to higher levels of difficulty as they succeed. A print-out feature provides copies of stories and questions for off-screen use as practice sessions or test masters. A report card option allows tracking and storage of individual assignments and progress reports for up to 40 children. The program can be completely customized and new stories and questions added at any time allowing the expansion of the program for an even wider age/skill range. (RS)

ED 420 028 CS 013 095

The Stickybear Reading Comprehension Series: Sports. School Version with Lesson Plans. For Ages 7-10. Volume 2. Stickybear Software.
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Electronic Text; Elementary Education; Individualized Instruction; *Reading Comprehension; Reading Improvement; Reading Interests; Reading Materials; *Reading Programs; Student Evaluation

This software product presents multi-level stories to capture the interest of children in grades two through five, while teaching

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Beginning Reading; Early Intervention; Grade 1; *High Risk Students; Kindergarten; *Multisensory Learning; Phonics; Prereading Experience; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Skills; Urban Education; Whole Language Approach
IDENTIFIERS- Learning Environment; *Phonemic Awareness

An action research project described a program for improving prerequisite reading skills. The targeted population included students in a special education kindergarten and an at-risk first grade from declining urban schools located in a medium sized Midwestern city; and students in an at-risk prekindergarten program from a nearby middle class community. The problem of inadequate pre-reading skills was documented by test scores, teacher checklists, and early screening tools. Analysis of probable cause data revealed several contributing factors. Negative environmental factors were influencing the children's ability to learn. Inadequate teaching approaches were not meeting individual learning styles. Poor development of speech sound awareness at an early age was leading to reading difficulties. A review of solution strategies as suggested by educational literature and other professional sources resulted in the following interventions: explicit training in phonemic awareness, incorporating activities to address a variety of learning styles, and providing a climate conducive to learning using the best practices of whole language and phonics instruction. Post-intervention data indicated an increase in phonemic awareness skills including rhyming, word perception, letter identification, sound/letter association, and blending and segmenting. (Contains 38 references, and eight tables and three figures of data. Appendixes contain assessments, checklists, surveys, intervention schedules, a sample lesson plan, hand signals, and intervention activities.) (Author/RS)

ED 420 050 CS 013 220

Baumgart, Arlene
Improving Beginning First Graders' Reading Strategies.
PUB DATE- 98
NOTE- 55p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Beginning Reading; *Grade 1; *Instructional Effectiveness; Language Acquisition; Prereading Experience; Primary Education; Reading Improvement; *Reading Strategies
IDENTIFIERS- *Phonemic Awareness

An action research project described a program for teaching students beginning reading strategies that will help them to become independent readers. The targeted population consisted of first grade elementary students in a growing middle class community located in a suburb of a large metropolitan area in the Midwest. The problems of beginning readers not using strategies to help them become independent readers was documented with test scores, student surveys, student writing samples, teacher observations, and pre and post inventory tests. Analysis of probable cause data revealed that students who do not coordinate multiple strategies to improve their understanding and memory of text do not become strong readers.

In the first section, the paper reviews some definitions of postmodernism and formulates an alternative one that underwrites a holistic perspective of meaning. In the second section, the paper addresses the principles of emancipatory learning, reviews some self-reflective techniques, and ponders the capabilities of the "modern" media to conduce to reflective quests of meaning. (Contains 1 figure and 42 references.) (CR)

ED 420 071 CS 216 364

Muse, Daphne, Ed.
The New Press Guide to Multicultural Resources for Young Readers.
PUB DATE- 97
NOTE- 704p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Adolescent Literature; Biographies; Book Reviews; *Childrens Literature; *Cultural Context; Elementary Education; Fiction; *Literary Criticism; Literature Appreciation; Middle Schools; *Multicultural Education; Picture Books; Poetry; Preschool Education; Resource Materials; *Thematic Approach
IDENTIFIERS- Cultural Sensitivity; Folktales; *Multicultural Literature

This comprehensive guide to multicultural children's literature features over 1,000 critical and detailed book reviews for preschool, elementary, and middle school students. The reviews in the guide cover a vast range of picture books, biographies, poetry, anthologies, folktales, and young adult novels, and include synopses, suggestions for classroom use, and assessments of key elements such as cultural sensitivity of text and illustrations. The guide's reviews are organized using an innovative thematic approach designed to aid teachers and parents in integrating these works into existing reading lists and at home. The guide also contains essays by leading writers and educators on key issues in multicultural education, such as recent immigrant experiences, human rights, and building cross-cultural relationships, as well as classics like the Council on Interracial Books for Children's "10 Quick Ways To Analyze Children's Books for Racism and Sexism." Also included are illustrations, timelines, sidebars, lesson plans, and vignettes showing how to incorporate multicultural books into the curriculum. Information on multimedia resources including films, videos, and CD-ROMS is provided. The guide contains an index of authors, illustrators, titles, and ethnicities. (NKA)

ED 420 072 CS 216 365

Blake, Brett Elizabeth; Kuhn, Stephanie
Writing as People: Voice, Poetry, and the Special Needs Student.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Environment; *Creative Writing; Elementary Secondary Education; *Poetry; *Special Needs Students; Student Participation; *Student Writing Models;

communication. Others could be alleviated by reducing the pressures physicians encounter from managed care insurers to increase patient loads and decrease appointment times. These solutions, although feasible, require major institutional and systemic changes. This project proposes that scholars in health communication develop and implement community education programs that address consumer concerns about health communication. Based on a review of literature, it suggests the broad objectives and logistical issues that should be considered during the planning stages of such programs. Based on a case study, it describes the benefits the programs hold for members of the community and scholars in health communication. (Contains 12 references.) (Author/NKA)

ED 420 091 CS 509 861

Andrews, Glenda; Halford, Graeme S.; Prasad, Ashika
Processing Load and Children's Comprehension of Relative Clause Sentences.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Memory; Primary Education; *Reading Comprehension; Reading Research; Regression (Statistics); *Sentence Structure; *Sentences; Tables (Data); Text Structure
IDENTIFIERS- *Relative Clauses; *Text Processing (Reading)

Two experiments investigated the role of capacity in children's comprehension of relative clause sentences. Sentences varied in number of participant roles, focus (object, subject), and embeddedness (center-embedded, right-branching). Center-embeddedness and object-focus were expected to constrain individuals toward assigning more nouns to their roles in the same decision. Estimates of sentences' processing loads were based on number of roles assigned in parallel and quantified in terms of a relational complexity metric (binary, ternary relations). In experiments 1 and 2, 135 children (4 to 8 years) and 48 children (4 to 7 years) respectively, responded to comprehension probes. As predicted, 3-role sentences were more difficult than 2-role sentences if sentences were center-embedded, object-focused or both, but not if sentences were right-branching. Comprehension improved with age. Children's working memory capacity (listening span) and their capacity to process complex relations (hierarchical classification, transitivity) were also assessed. Age-related improvements in performance were observed on all tasks. Regression analyses showed that Relational Complexity tasks accounted for variance in comprehension independently of age and listening span. The processing load involved in comprehension of relative clause sentences seems due to, in part, the complexity of the relational information entailed in the role assignment process. (Contains five tables and two figures of data.) (Author/RS)

ED 420 092 EA 028 854

Hadderman, Margaret
School Productivity. ERIC Digest, Number 119.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

children. The book examines strategies for supporting refugee children in the early years and what specific programs have been enacted in East London primary schools. Various chapters focus on working with refugee children, the experiences of these students in the United Kingdom's education system, and the educational needs of these children. Suggestions regarding induction practices, positive strategies to combat racism and xenophobia, and the home/school liaison are offered. (Includes an index and approximately 380 references.) (RJM)

ED 420 112 EA 029 086

Dembowski, Frederick L.
The Assessment of Management Policies and Practices in School Districts.
PUB DATE- 98
NOTE- 22p.; Paper presented at the National Conference on Education (San Diego, CA, February 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Educational Administration; Elementary Secondary Education; *Evaluation Criteria; *Instructional Leadership; Performance; *Principals; Professional Personnel; *Role Perception

Both leadership and management play important roles in school administration, but there are problems with the way educational organizations are being both led and managed. A discussion of those problems, along with some possible solutions, are presented in this paper. It opens with an examination of the principal's role and how such persons must combine instructional leadership with managerial skills. To help in combining these demands, a model for the practice of managing an educational organization is presented. The model is based upon the three operational dimensions of management, and it outlines the administrator's role regarding all the tasks and functions of management. It is argued that many educational administrators are confused over their role in the organization and are unclear as to what management-related tasks and functions they should be conducting. The confusion results, it is claimed, in an overemphasis on the tasks and functions required of their positions, such as leadership, and an underemphasis on other requisite duties. The model can be used as a checklist for the tasks and functions of management that every administrator should be addressing. The role of reform and restructuring are also discussed. Appended are instructions and a self-assessment instrument for conducting a school-district management audit. (RJM)

ED 420 113 EA 029 089

Steineger, Melissa
Preventing and Countering School-Based Harassment: A Resource Guide for K-12 Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Descriptions) (141)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); Autism; Behavior Disorders; *Computer Uses in Education; *Disabilities; Educational Strategies; *Educational Technology; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Inclusive Schools; *Literacy; Severe Disabilities; Special Programs; Visual Impairments

This monograph describes how special educators in seven schools are using technology to promote literacy. Profiles of the different schools provide concrete examples of technology use in different instructional settings and demonstrate how various educational philosophies and implementation efforts help schools build successful technology-based instructional practices. The examples include schools that are using technology to: (1) include students with disabilities in general education classrooms; (2) motivate and teach skills to students with severe emotional disturbances and conduct disorder who are in an alternative program; (3) teach literacy to students with moderate and severe cognitive and physical disabilities; (4) identify needs and delivery services to children with visual impairments; (5) provide mobile needs assessment, training, and technical assistance to preschool children with disabilities; (6) support mainstreaming and skill development of children with hearing impairments; and (7) build communication and independent living skills in children with autism. In each of the case studies, information is provided on how technology is being integrated into the curriculum. The case studies demonstrate that technology does not have to be complex or expensive to be successful. A resource list is included that provides contact information for relevant technology companies. (CR)

ED 420 132 EC 306 470

Jorgensen, Cheryl M.
Restructuring High Schools for All Students: Taking Inclusion to the Next Level.
PUB DATE- 98
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Curriculum Development; *Disabilities; Education Work Relationship; *Educational Change; Educational Principles; *High Schools; *Inclusive Schools; Individualized Instruction; Mainstreaming; *School Restructuring; *Social Integration
IDENTIFIERS- Individualized Transition Plans

The ten papers in this collection present practical examples of the inclusion of students with disabilities in restructured high schools. The papers are: (1) "Preparing the Ground for What Is To Come: A Rationale for Inclusive High Schools" (Susan Shapiro-Barnard); (2) "Equity and Excellence: Finding Common Ground between Inclusive Education and School Reform" (Robert L. Fried and Cheryl M. Jorgensen); (3) "Philosophical Foundations of Inclusive, Restructuring Schools" (Douglas Fisher, Caren Sax, and Cheryl M. Jorgensen); (4) "Innovative Scheduling, New Roles for Teachers, and Heterogeneous Grouping: The Organizational Factors Related to Student Success in Inclusive, Restructuring Schools" (Cheryl M. Jorgensen, Douglas Fisher, Caren Sax, and Kathryn L. Skoglund); (5) "Unit and Lesson Planning in the Inclusive Classroom: Maximizing Learning Opportunities for All Students" (Joseph J. Onosko and Cheryl M. Jorgensen); (6) "Examples of Inclusive Curriculum Units and rehabilitation services. Upon successful completion of the VR program, 85 percent of participants are competitively employed with a weekly earnings average of $215. Graphs present and illustrate data on major causes of disability among rehabilitated clients, services received by rehabilitated clients, and the employment status of rehabilitated clients before and after rehabilitation. (DB)

ED 420 152 EC 306 526

Learn about the ADA in Your Local Library.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); *Civil Rights Legislation; *Compliance (Legal); *Disabilities; *Disability Discrimination; Federal Legislation; *Information Sources; *Public Libraries
IDENTIFIERS- *Americans with Disabilities Act 1990

This bibliography lists 90 documents contained within the Americans with Disabilities Act (ADA) Information File, which has been sent to 15,000 libraries across the country. The listing is organized into the following categories: laws and regulations (eight documents), technical assistance manuals and highlights (nine documents), question and answer publications (ten), ADA technical assistance (three), quarterly status reports, the food industry (six), health care and medical facilities (six), hotels and motels (two), child care (two), other business-related resources (thirteen), communication access (six), state and local governments (ten), aging issues and disability (three), design guides (six), and resource lists and general information (five). (DB)

ED 420 153 EC 306 527

Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Civil Rights Legislation; *Compliance (Legal); *Day Care Centers; *Disabilities; *Disability Discrimination; Early Childhood Education; Equal Opportunities (Jobs); Federal Legislation; Young Children
IDENTIFIERS- *Americans with Disabilities Act 1990

This publication provides answers to 30 frequently asked questions about child care centers and the Americans with Disabilities Act (ADA). Questions are grouped into the following categories: coverage, general information, personal services, issues regarding specific disabilities, making the child-care facility accessible, tax provisions, the Department of Justice's enforcement efforts, and additional resources. Among the topics addressed by the questions are the following: application of ADA's Title III to child care centers, requirements concerning admission of children with disabilities, exceptions for children who pose a direct threat materials for another language, project origins, the licensing agreement, classroom piloting and teacher responses, student use and evaluation of the materials, and other sources of input on the project. (MSE)

ED 420 172 FL 024 968

Pellicer, Alejandra
The Construction of Orthography by Maya-Speaking Children.
PUB DATE- 96
NOTE- 14p.; Paper presented at the World Conference on Literacy (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Foreign Countries; Indigenous Populations; *Language of Instruction; *Language Role; *Language Skills; Literacy Education; *Mayan Languages; *Native Language Instruction; Orthographic Symbols; *Phonology; Spanish; Spelling; Uncommonly Taught Languages
IDENTIFIERS- *Mexico

A discussion of the language skills of Maya-speaking children in Mexico describes the relationship of Maya and Spanish languages in this population's education and reports on a study of the construction of orthography by these children. The study first examines how language is used in literacy education and the difficulties of literacy in a language that does not lend itself easily to the available alphabets. Issues in using the indigenous language for instruction are then explored, and it is noted that indigenous languages are not taught as an academic subject in Mexico. The study of orthography in Maya-speaking children involved asking native Maya-speaking fourth-graders, taught in Spanish, to write a list of words in Maya. The distinctions between Spanish and Maya phonology and orthography made by the children are discussed. Implications are drawn for bilingual education. Contains 6 references. (MSE)

ED 420 173 FL 025 257

Hieke, A. E.
On the Dynamics of Casual and Careful Speech.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Speech); Comparative Analysis; Interviews; *Language Patterns; Language Research; *Language Styles; Linguistic Theory; *Oral Language; Second Language Instruction; *Speech Habits; Speeches; Statistical Analysis; Story Telling

Comparative statistical data are presented on speech dynamic (as contrasted with lexical and rhetorical) aspects of major speech styles. Representative samples of story retelling, lectures, speeches, sermons, interviews, and panel discussions serve to determine posited differences between casual and careful speech. Data are drawn from 15,393 syllables of various kinds of natural speech in recorded and transcribed form. Frequency of occurrence of three prominent absorption processes, whereby strings of discrete citation forms are transformed into speech dynamic events, are charted. Such absorption phenomena are shown to facilitate ease-of-articulation adjustments and can "in-that-clause" constructions. (Contains 18 references.) (MSE)

ED 420 193 FL 025 293

Huang, Jiafen
Students' Learning Difficulties in a Second Language Speaking Classroom.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Classroom Communication; Cognitive Processes; Communication Skills; Coping; *Foreign Students; Graduate Students; Higher Education; *Language Proficiency; Language Role; *Learning Problems; *Limited English Speaking; Second Languages; Stress Variables

A group of three studies investigated sources of learning difficulty in 18 current or former foreign graduate students with limited English skills whose native language was Chinese, and compared the findings with those for a similar group of 14 native English-speaking graduate students. Students were asked seven questions about their first year of graduate study, asking subjects to recall the mental capacity needed to deal with multiple classroom activities, anxiety level and duration, causes for anxiety, and difficulty in academic learning, and emotional state. The same questions were asked twice for the foreign students, in two situations: sitting in a graduate classroom in their home country, and sitting in a first-year graduate classroom in the United States. There were additional questions for foreign students, concerning their English competence and how they coped with their difficulty. Responses of the two groups were compared, and are summarized here. Both study 1 and study 2 indicated that one of the causes for students' learning difficulties in their second language speaking classroom is the non-automatization of the language used in the classroom, or in other words, the non-automatization of their symbol system for encoding information. This is also a major cause of their anxiety. Contains 3 references. (MSE)

ED 420 194 FL 025 294

Nakamura, Tomoko
What Makes Language Learners False Beginners?
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (23rd, Hamamatsu, Japan, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); *Error Patterns; Foreign Countries; Grade 9; High Schools; Higher Education; *Introductory Courses; *Language Maintenance; *Language Skill Attrition; Language Skills; Oral Language; *Pronunciation; Psycholinguistics; Second Language Learning; Skill Development; Time Factors (Learning); Written Language; Young Adults
IDENTIFIERS- Japan

This report outlines recent efforts and offers specific policy recommendations to improve transfer and articulation policies within the Oregon State university system. After taking note of the growing scope and complexity of transfer and articulation throughout the nation, and in Oregon in particular, it discusses the effects of distance education, outcomes-based education, performance indicators, individualized and accelerated academic programs, public accountability, and "customer" expectations on transfer and articulation policies. The report continues by outlining the guiding principles and strategic actions recommended by the Oregon State Board of Higher Education in regard to the following: co-admission and co-enrollment programs; articulation agreements; an additional block transfer degree; baccalaureate degree outcomes; course-equivalency information systems; discipline-based problem solving; professional/technical courses, the research agenda; institutional responsibilities; course sharing; early options programs; intrasystem transfer issues; and an intersector transfer plan. Recent efforts by Oregon's higher education institutions to improve transfer and articulation are summarized, along with other intersector and articulation activities. (MDM)

ED 420 215 HE 031 255

Lomax, Pam; Parker, Zoe
Using the M.Phil to Ph.D Transfer Viva as a Focus for the Collaborative Self Study of Examining Practices.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Case Studies; College Faculty; College Students; Doctoral Degrees; *Doctoral Programs; *Educational Attitudes; Evaluation Criteria; Foreign Countries; *Graduate Study; Higher Education; Politics of Education; *Student Evaluation; *Teacher Student Relationship
IDENTIFIERS- *Kingston University (England); Oral Examinations

This paper questions the practice whereby the university teacher has sole power over judgments about doctoral student outcomes. The analysis is based on action research and a case study examination of one student's vive voca examination to transfer from the M.Phil to the Ph.D. program at Kingston University (England). In the examination process the stakeholders explored the value of collegiality which they sought to implement in their examination practice. An analysis of the transcripts of the examination process suggested that three dilemmas were central to a reconstructed notion of examination, including: (1) democratization of the process of examination; (2) conflicting research paradigms and the nature of the Ph.D.; and (3) the viva voce as a formative learning process for stakeholders in the examination. These three dilemmas are then used to address issues that arise between a supervisor and doctoral student, using a joint self-study conducted through a facilitated-memory work session. (Contains 43 references.) (MDM)

ED 420 216 HE 031 256

Lintner, Timothy
The Forgotten Scholars: American Indian Doctorate Receipt, 1980-

persisted in postsecondary education and attained credentials at lower rates than peers; and (6) overall, first-generation status had a negative effect on persistence and attainment. A glossary and technical notes are appended. (DB)

ED 420 236 HE 031 286

Reis, Richard M.
Tomorrow's Professor: Preparing for Academic Careers in Science and Engineering.
PUB DATE- 97
NOTE- 415p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Career Choice; *College Faculty; *College Instruction; Engineering; Faculty Promotion; Faculty Recruitment; Higher Education; *Job Search Methods; Professional Education; Sciences; Teacher Effectiveness

Intended for students considering academic careers, beginning faculty, and professionals considering a return to academia as professors, this book provides a comprehensive guide to teaching at schools of science and engineering. The three chapters of Part 1 examine the unique characteristics of higher education, the place of science and engineering in academia, and challenges for the professoriate. Part 2 focuses on preparing for an academic career. The three chapters cover the professional preparation strategy, research at the graduate and postdoctoral levels, and teaching experiences prior to becoming a professor. Part 3 focuses on the job search in chapters on identifying the possibilities, applying for positions, and getting the desired results through negotiation. Part 4 offers guidance for the first years on the job, with chapters on time management, teaching and learning, research, professional responsibility, and tenure. Each chapter begins with an introduction, which is followed by several vignettes, the main body of the chapter, suggested additional resources, and a summary. Among seven appendices are a list of items for inclusion in a teaching portfolio, a statement of the author's personal philosophy of teaching and learning, a list of professional associations in science and engineering, and a list of common shortcomings of grant proposals. (DB)

ED 420 237 HE 031 287

Caesar, Terry
Writing in Disguise: Academic Life in Subordination.
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Bureaucracy; *College Faculty; *Faculty College Relationship; Higher Education; Humor; Opinions; Writing for Publication

This book presents a series of personal essays in which the author analyzes and dramatizes the significance of subordination in academic life. Academic life is examined in terms of issues (such as sexual harassment) and structures (such as the figure of the dissertation director) but especially in terms of texts. The book looks at the stream of

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Attendance; *Economic Impact; Educational Attitudes; Educational Change; Educational History; *Educational Policy; Federal Government; Government Role; Government School Relationship; *Higher Education; Public Policy; *Socioeconomic Influences; State Government

This report examines the individual and societal benefits of attending college, providing a broad overview of the range of benefits that accrue from college education. It includes a brief historical discussion of the benefits of higher education and the role of state and federal governments in encouraging college attendance. The report then reviews: (1) public economic benefits, including increased tax revenues, greater productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support; (2) private economic benefits, including higher salaries and benefits, high employment levels, higher savings levels, improved working conditions, and personal/professional mobility; (3) public social benefits, including reduced crime rates, increased charitable giving, increased quality of civic life, social cohesion, and improved ability to adapt and use technology; and (4) private social benefits, including improved health/life expectancy, improved quality of life for offspring, better consumer decision making, increased personal status, and more hobbies and leisure activities. The report concludes that diminishing support for higher education's diverse benefits would have a negative consequence on the nation's ability to prosper and succeed. (Contains 47 references.) (MDM)

ED 420 257 HE 031 310

Missed Opportunities: A New Look at Disadvantaged College Aspirants.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Access to Education; Admissions Counseling; *College Applicants; College Preparation; *Disadvantaged Youth; *Divorce; Early Intervention; Educational Counseling; *Educational Policy; Enrollment Influences; Higher Education; Paying for College; Social Services; Student Financial Aid; *Welfare Recipients
IDENTIFIERS- *First Generation Students

This report provides a comprehensive portrait of educationally disadvantaged college aspirants, focusing on three important factors that hinder access to and success in postsecondary education. These factors--welfare participation, first-generation college student status, and parental divorce--exacerbate the obstacles that continue to confront low-income, minority, and other disadvantaged students. Based on Census Bureau and U.S. Department of Education data, the report found that the number of welfare recipients participating in postsecondary education has fallen since the federal welfare reforms of 1996. It also found that first-generation college students and children with divorced parents were less likely than their peers to complete the necessary steps to enroll in a four-year college, and that first-generation students were more likely than peers to delay enrollment in postsecondary education. The report recommends increased investment in early public four-year campus or who graduated from any senior public college or university in the state. Highlights include: (1) the second-year retention rate has increased since 1977, with 80 percent of new full-time students in the entering class of 1996 re-enrolled at their institution, compared to 71 percent in the 1977 cohort; (2) although a gap persists in second-year retention rates between all students and African Americans, this gap continues to decline and there was a difference of only 4 percent in the entering class of 1996; (3) the 6-year graduation rate for the most recent cohort was 55 percent, the lowest in 5 years; (4) the 6-year graduation rate of African American students who matriculated in 1991, was 40 percent, the highest yet; and (5) females were more likely to persist from freshman to sophomore year than males and also had a higher 6-year graduation rate (60 percent compared to 49 percent for males). (DB)

ED 420 276 HE 031 333

Trends in Degrees Awarded at Maryland Higher Education Institutions: 1987 to 1997.
PUB DATE- 98
NOTE- 76p.; For a related document, see HE 031 332.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Associate Degrees; Bachelors Degrees; *College Graduates; Community Colleges; *Degrees (Academic); Doctoral Degrees; *Educational Attainment; Educational Trends; Higher Education; Masters Degrees; *Public Colleges; *State Universities; Tables (Data); *Trend Analysis
IDENTIFIERS- *Maryland

This report presents 27 graphs and tables detailing trends in degrees awarded at Maryland institutions of higher education from 1987 to 1997. Highlights of trend data for degrees awarded by level note that during 1996-97, Maryland institutions awarded over 42,000 certificates and degrees at all levels, nearly one-third more than 10 years earlier; although the number of associate degrees increased substantially between 1987 and 1995, these awards have declined in the past 2 years; during the past 10 years the number of master's degrees has increased by 86 percent and the number of doctoral degrees by 45 percent. Highlights of trend data for degrees awarded by program note that in the community colleges, the greatest growth has been in the natural sciences and public service technologies; the fastest growing baccalaureate programs have been the biological sciences and psychology, where the numbers have doubled since 1987; at the graduate level, the number of master's degrees in education, biological sciences, business, and health professions have more than doubled in the last decade. Highlights of trend data in degrees awarded by race and gender note that women earned 66 percent of associate, 57 percent of bachelor's, 58 percent of master's, 43 percent of doctorates, and 48 percent of first-professional degrees; the proportion of bachelor's degrees awarded to African American students has increased sharply over the last decade, from 11 percent to 18 percent. (DB)

ED 420 277 HE 031 334

College Choices: 1997. Part A, By College Attended. Tables Only.
PUB DATE- 98
NOTE- 81p.; For Part B (by Oregon county and high school of

challenges of applying change management principles and processes derived from corporate management cultures to the administration and governance of higher education. A literature review revealed four institutions which had undergone transformation or reinvention. Based on this information, four case studies were developed that compared institutional change strategies to criteria that assessed strategic change from an organizational learning perspective. Follow-up interviews with senior members of the institutions were conducted to validate the case study findings. The case study material suggested that the institutions examined were in alignment with strategic learning processes, but that higher education lags behind truly innovative organizations in terms of preparing for multiple futures. While interviewees suggested that terms such as "organizational learning" tended to receive negative attributions within their institutions, they did find that describing elements of their institutional change processes from an organizational perspective was helpful in evaluating the processes. (Contains approximately 55 references.) (MAB)

ED 420 296 HE 031 369

Miller, Leslie M.; Kumari, Siva
Project OWLink: Distance Learning in Electronic Studios.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Distance Education Conference, (4th, Corpus Christi, TX, Jan 29-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Computer Mediated Communication; Computer Uses in Education; *Distance Education; Elementary Secondary Education; Higher Education; Information Networks; Internet; *Online Systems; Teacher Collaboration; Team Teaching; *Teleconferencing; Telecourses
IDENTIFIERS- *Rice University TX

Project OWLink is a teledistance project linking Rice University (Texas) to five Texas schools (one K-8 and four high schools) with a two-way audio/video and Internet connectivity, creating an interactive electronic community of teachers and students. Initiated in June 1994, the project has experimented with nontraditional models of distance learning. Working with Southwestern Bell representatives, the project developed a network architecture that facilitates the delivery of video and audio, both live and prerecorded, into the traditional classroom. This network is controllable from any site, allowing any instructor at any site to lead and participate in a presentation; each site is also equipped with the audio/video equipment typically found in traditional distance learning classrooms. Principles were asked to select two teachers each (four for the K-8 school) for the program, basing their choices more on innovation and collaboration efforts than on technological skills. The collaborative work programmed by instructors was based on four models of interaction: "teacher-to-students," in which one teacher instructs classes throughout OWLink; "expert-to-students," in which guest speakers could present to more than one classroom at a time; "teacher-to-teacher," in which teachers exchange information among one another; and "student-to-student," in which older students make presentations to younger students. (MAB)

ED 420 297 HE 031 370

*Videotape Recordings
IDENTIFIERS- DeKalb School District GA

Through lottery funding, all public schools in Georgia received satellite dish equipment. This study is an assessment of the use of the satellite dish equipment by library media specialists in the DeKalb County School System for taping PeachStar (the satellite channel of Georgia Public Broadcasting) programming. The purpose was four-fold: (1) to determine the frequency of use and the tasks involved; (2) to ascertain what factors facilitated or impeded utilization; (3) to learn which programs were being taped; and (4) to determine if demographic factors influenced use. The 138 library media specialists of the DeKalb County Public Schools, DeKalb County, Georgia served as the population for this study. A six-page survey instrument was designed and distributed asking library media specialists to rate their proficiency at using the satellite dish technology, the frequency of taping, the tasks involved, the series taped, and the factors that facilitated or impeded utilization of PeachStar programming. Results indicated that most DeKalb library media specialists were using the satellite technology provided by the state to tape PeachStar programming. Usage was higher in the elementary schools than the secondary schools in terms of the frequency of taping and number of series taped. (AEF)

ED 420 318 IR 057 063

McDonald, Joseph
The Learner and the Library. Library Task Force Final Report, May 1998.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Course Integrated Library Instruction; Curriculum Development; Higher Education; *Library Development; *Library Planning; Library Role; *Library Services; Program Development; Program Implementation

Fontbonne College's academic dean and vice president for academic affairs appointed a task force in August 1997 to investigate, over the course of one year, ways in which the library's development could be centered in teaching and learning. More specifically, the task force was to determine how library and information services could be rooted in the college's curricula an individual teaching and learning needs. This document represents the final report of the task force. Highlights of the report include: a statement of the problem; three proposals for the solution; operationalizing the solution; the creation of learning support teams; providing an additional credit hour for technology training activities; the implementation strategy; the timetable; and funding. (AEF)

ED 420 319 IR 057 064

Bolt, Nancy M.; Stephan, Sandra S.
Strategic Planning for Multitype Library Cooperatives: A Planning Process. ASCLA Changing Horizons Series # 2.
PUB DATE- 98
NOTE- 153p.; For the related document, see ED 409 902.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Education; Technology Transfer; Two Year Colleges
IDENTIFIERS- Photons

This document addresses the challenges and opportunities technological advances are presenting in education. Using the example of Photonics (defined as the generation, manipulation, transport, detection and use of light information and energy whose quantium unit is the photon) the report illustrates the need for up-to-date educational curricula. Opportunities must be created for education and industry to cooperate in all facets of training. Group partnering, external communication, and sharing information and expenses are integral to an easy interchange among interdependent parties. Also important is the implementation of a national interactive network to sustain curriculum currency, such as curriculum morphing, a method wherein practitioners view curriculum materials on the Web and collaborate with each other to suggest changes. Once approved by experts in the field, these changes are implemented into the Web version of the curriculum materials. Such a methodology may also benefit other areas, particularly in the crucial 9-14 grade years. Tech Prep, an example of an articulated program of study currently being implemented for this age group, presents material in a contextual format. (YKH)

ED 420 340 JC 980 287

Senate Rostrum: The Newsletter of the Academic Senate for California Community Colleges, 1996.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *College Governing Councils; *Community Colleges; Curriculum Development; *Educational Legislation; Educational Policy; Faculty Development; Governing Boards; *Newsletters; Policy Analysis; Policy Formation; Program Implementation; Service Learning; Two Year Colleges
IDENTIFIERS- Academic Senate for California Community Colleges

This document consists of four issues (a year's worth: Nov 1995; Jan,Mar,Oct 1996) of a newsletter devoted to issues of importance regarding community college education and provides updates on activities and policies of the Academic Senate for California Community Colleges. The November 1995 issue highlights affirmative action and offers a legislative update, disciplines review, and articles on the implementation of cross-enrollment initiative SB 1914 and service learning. The January 1996 issue focuses on common course numbering, the curriculum colloquium, highlights from the fall 1995 Senate Session, and the California State University remediation proposal. The March 1996 issue highlights workforce development and provides a legislative update as well as articles on technology issues, the search for the new chancellor, and faculty development. The October 1996 issue focuses on the 1996 Fall Plenary Session, the Camarena settlement, accountability curriculum, vocational education, and affirmative action. Each issue also includes a message from the Senate President. (YKH)

ED 420 341 JC 980 288

Miller, J. W.; Ciereszko, A. A.; Holmes, L. B., Jr.; Grey, P. D.; Bigbie, C. L.
Instructional and Leadership Development through Distance Learning. Evaluation Report.

Students; *Community Colleges; Comparative Analysis; Drug Abuse; *Drug Education; Health Promotion; Institutional Environment; Institutional Evaluation; Intervention; *Prevention; Program Evaluation; Student Characteristics; Student Needs; Two Year College Students; Two Year Colleges

In this document, The Higher Education Center for Alcohol and Other Drug Prevention focuses on prevention challenges at community colleges. Students at community colleges differ from those at four-year institutions in a number of areas, including social demographics as well as alcohol and other drug-related problems. Community college students are generally older than their counterparts at four-year institutions, usually married and with dependents, and are more likely to work full time while attending school part time. While community college students drink alcohol less often than students at four-year institutions, they reported using tobacco, marijuana, cocaine, amphetamines, and hallucinogens more often. Thus, prevention efforts at community colleges may need to place greater emphasis on illicit drug use. Unfortunately, the lack of resources is a common problem across the board of educational institutions. Research suggests that the most promising approach to prevention is employing multiple strategies that affect the campus environment as a whole. A comprehensive approach would allow school officials and students to play significant roles in prevention and include clear policies, policy enforcement, education, intervention and treatment referral, and program evaluation. (YKH)

ED 420 360 PS 025 276

Kirby, Kathleen Campano
The Development of Private Speech among Two- to Five-Year-Olds in the Naturalistic Preschool Setting.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Biennial Conference of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Context Effect; Developmental Stages; Play; *Preschool Children; Preschool Education
IDENTIFIERS- *Private Speech; Vygotsky (Lev S)

In this study, preschoolers were observed in the naturalistic preschool context to determine the development of private speech over the preschool years and contextual influences on its occurrence among 3- to 5-year-olds. Thirty-nine preschoolers were observed in their preschool classroom 4 times in 10-minute segments during free choice play activities. Each observation was coded for the child's type of play, the goal of the activity, adult presence, peer involvement, private speech, and social speech. The results showed that each preschooler emitted some type of private speech over the course of the investigation and that the total amount of private speech declined linearly as age increased. This age-related decline in private speech, with the highest incidence at age 2, suggests that Vygotsky's hypothesis of a curvilinear development trend needs to be modified. Children's changing activities during free choice periods in the preschool setting may have influenced this trend. (Author/HTH)

ED 420 361 PS 025 277

Services; Contraception; Early Parenthood; Family Planning; Health Insurance; Mental Health; Parent Education; Prevention; School Health Services; Sex Education; *State Legislation; Substance Abuse; Tobacco; Violence
IDENTIFIERS- *Risk Taking Behavior

Many adolescents need basic health care and other services that address risky behaviors such as sexual activity, violence, alcohol and drug abuse, and the consequences of these behaviors. This publication summarizes laws and resolutions on adolescent health issues passed in 1997 state and territory legislative sessions. No 1997 legislative session was held in Kentucky; therefore, adolescent health legislation from this state is not included. Nor was any legislation related to adolescent health passed in 1997 in American Samoa, the District of Columbia, Guam, New Mexico, the Northern Mariana Islands, Puerto Rico, the U.S. Virgin Islands, and Wyoming. Brief descriptions of laws are provided pertaining to the following topics: (1) abortions; (2) abstinence, sexuality education, and pregnancy prevention; (3) adolescent general health; (4) community health, including immunizations; (5) HIV/AIDS; (6) insurance; (7) Medicaid; (8) mental health; (9) pregnancy, parenting, contraception, and family planning; (10) school health and school-based health services; (11) sexual conduct; (12) sexually transmitted diseases; (13) substance abuse, including date rape drugs, drinking and driving, penalties, and prevention; (14) tattooing and body piercing; (15) tobacco; and (16) violence prevention. The summary indicates that during the 1997 legislative session teen pregnancy, school health programs, substance abuse, and tobacco were the top adolescent health issues addressed by state legislatures. The summary's appendices include a state-by-state summary of 1992-1996 health legislation, resource directory, and a list of state adolescent health coordinators/directors. (KB)

ED 420 380 PS 026 529

Hruska, Elizabeth
Nebraska's Programs for Children and Their Families: A Guide for Legislators.
PUB DATE- 97
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adoption; Child Custody; Child Support; Child Welfare; *Children; Community Programs; Day Care; Disabilities; Early Childhood Education; Early Intervention; Employment Programs; *Family Programs; Family (Sociological Unit); Financial Support; Foster Care; Health Services; Housing; Juvenile Justice; Mental Health Programs; Parents; Program Descriptions; *Public Policy; Special Education; *State Programs; Substance Abuse; Welfare Services
IDENTIFIERS- Child Support Enforcement Program; Child Support Enforcement Services; *Family Support; Nebraska

Developed to assist policymakers and family service providers, this document is an inventory of programs for Nebraska children and families, focusing on service programs and excluding basic elementary and secondary education. The programs described fall into 16 areas: (1) abuse and neglect, including prevention and protection; (2) adoption; (3) developmental disabilities,

Scholl, Jan F.
Sewing Skills Progress Chart. 4-H Textile Science.
PUB DATE- 96
NOTE- 12p.; For related documents, see ED 379 505-510 and CE 076 505.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Education; *Extension Education; *Home Economics; Learning Activities; Records (Forms); Secondary Education; *Self Evaluation (Individuals); *Sewing Instruction; Textiles Instruction
IDENTIFIERS- Pennsylvania; *4 H Clubs

This document, which was developed for use by Pennsylvania 4-H Club leaders and members, is a chart that can be used to help club members determine and document those sewing skills they already have and those they need to learn as they complete one or more 4-H Club sewing projects. The document begins with a note to club leaders and parents that provides basic information about the chart's purpose and about the objectives of club activities. The chart includes spaces for club members to record their mastery of a total of 302 skills in the following categories: basic sewing tools; hand stitching; fabric knowledge; fabric skills; pattern knowledge; interfacing; sewing area setup; sewing machine; machine stitching; seams; sleeves; necklines and collars; pockets; waistline; fasteners; zippers; hem and hem edges; pressing; care; other techniques; consumer; and selection and design. Also included is space where club members can include photographs of projects they have completed along with the projects' names and dates. (MN)

ED 419 914 CE 076 510

Larson, Karen; Guidera, Aimee Rogstad; Smith, Nelson
The Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Business Responsibility; Comparative Analysis; Cooperative Planning; Education Work Relationship; Educational Improvement; Educational Resources; Elementary Secondary Education; Foreign Countries; Grade 12; Grade 4; Grade 8; Leaders Guides; *Mathematics Skills; Nonprofit Organizations; *Partnerships in Education; Public Agencies; *School Business Relationship; *Science Process Skills; *Skill Development; Tables (Data)

This guide explains how employers can support math and science achievement in U.S. schools. Section 1 reports data from Third International Mathematics and Science Study regarding the math and science achievement of students in grades 4, 8, and 12 worldwide. Section 2 establishes a link between academic achievement and workplace success through workplace examples of the application of basic academic knowledge and higher-order thinking skills. Discussed in section 3 are six ways for

IDENTIFIERS- Missouri
Vocational Resource Educators (VREs) assist students with disabilities, place them in vocational programs in which they can successfully meet competencies, and create bridges across deficit areas to provide training programs so that students can gain competitive employment. VREs also participate as members of Individualized Education Program (IEP) teams to identify training resources for students with disabilities. This handbook is a compilation of strategies, activities, resources, and plans to improve the ability of VREs to provide the best services available to persons with disabilities. The handbook is divided into five chapters. The first chapter discusses the VRE's role in assessing students with disabilities; the second chapter covers the types of support services the VRE provides students, vocational instructors, support staff and personnel, and administrators; and the third chapter discusses the VRE's involvement in the Individualized Education Program. The duties that a VRE might perform in the role of advocate for students with disabilities are outlined in chapter 4. Chapter 5 contains resources for the information contained in the first four chapters as well as a list of suggested texts and state and national agencies that also provide resources to VREs. (KC)

ED 419 932 CE 076 564

Bradshaw, Delia, Ed.
Knowledge of Texts: Theory and Practice in Critical Literacy.
PUB DATE- 98
NOTE- 123p.; Funded by the Adult Literacy Research Network Node for Victoria.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Educators; Adult Learning; *Adult Literacy; Case Studies; Classroom Techniques; Community Education; *Educational Practices; *Educational Research; Fairy Tales; Foreign Countries; Functional Literacy; *Literacy Education; Models; Numeracy; Teacher Education; *Theory Practice Relationship; Workplace Literacy
IDENTIFIERS- *Critical Literacy; *TAFE (Australia)
This book contains eight case studies of critical literacy in action in Victoria, Australia. The following papers are included: "Preface" (John Dewar Wilson); "Introduction" (Delia Bradshaw); "Making the Time and Space for Critical Literacy: Why Bother?" (Barbara Comber); "Questioning Text: Critical Literacy in an ALBE Classroom" (Fran O'Neill); "Critical Literacy and Numeracy in the Print Industry" (Helena Spyrou, Ivan Parrett); "Fairy Stories and Critical Literacy" (Clara Brack); "Developing Critical Writing Practices in a Community Education Setting" (Barbara Kamler); "'We Have To Learn to Say Things Very Clearly...'" (Michele Lucas); "Modelling Critical Literacy in Teacher Education" (Beverley Campbell); and "'Despite All My Rage, I'm Still a Rat in a Cage'" (Ray Misson). Among the topics discussed in the individual papers are the following: relationship between language use and power; workplace-related functional literacy; literacy as social practice; use of community texts; classroom literacy practice; critical questioning and writing; development of political and collective purposes for writing; interaction of students and teachers in literacy classrooms; techniques for encouraging students to "read between the lines"; conceptual development; text and context; critical writing. (MN)

of poverty. General wage restraint, redistribution and greater flexibility of working hours, and (possibly) a negative income tax for low earners can also stimulate employment. (Contains 71 references.) (MN)

ED 419 949 CE 076 600

Winberg, Pat
Nurse Assistant in Acute, Home Health and Long-Term Care Settings. Instructor Manual and Student Manual.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 665p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; Behavioral Objectives; Competence; *Competency Based Education; Curriculum Guides; *Nurses Aides; *Nursing; Nursing Homes; Secondary Education

This document consists of an instructor's manual and student manual for a nurse assistant curriculum. The instructor's manual provides answers to activity sheets and unit evaluations along with individual unit overviews. Suggested teaching strategies and audiovisual supplements are included for each lesson. The student manual contains eight units: (1) introduction to nursing, (2) employment, (3) interpersonal relationships and communication skills; (4) safety; (5) personal care; (6) restorative nursing; (7) nutrition; and (8) special procedures. Units are further divided into lessons that consist of lesson objectives, key terms, content information, illustrations, and activity sheets as appropriate for the content. Each unit contains a written evaluation, skill sheets, and a unit checklist. A competency record sheet and a certificate of achievement are also included in the student manual. The curriculum is designed to be used by students who are in secondary health occupations programs. (KC)

ED 419 950 CE 076 601

Gamoran, Adam, Ed.
The Quality of Vocational Education. Background Papers from the 1994 National Assessment of Vocational Education.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Education; Academic Persistence; Comparative Analysis; Curriculum; Educational Attitudes; Educational Legislation; *Educational Quality; Employment Patterns; Federal Legislation; High Schools; Higher Education; Knowledge Base for Teaching; Literature Reviews; Longitudinal Studies; *Noncollege Bound Students; *Outcomes of Education; Tables (Data); Teacher Certification; Teacher Competencies; *Teacher Education; Teacher Qualifications; *Vocational Education; Vocational Education Teachers; Work Experience

of a message or moral. The book includes a detailed matrix showing which tales can be used to promote particular actions or concepts, such as communication, leadership, problem solving, or others. (KC)

ED 419 969 CE 076 672

Luzzo, Darrell Anthony
Lessons from Assisting College Students To Correct Faulty Career Attributions.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Career Choice; *Career Development; *College Students; Decision Making; Higher Education; Models; *Occupational Information

The recent application of Weiner's attribution theory to the career exploration and planning process has resulted in a series of investigations designed to assist college students to develop an optimistic attributional style for career decision making. This paper undertakes a comprehensive review of three attributional retraining investigations that have been conducted in the career development area. The studies provide initial evidence of the efficacy of attributional retraining in career counseling contexts. Suggestions for incorporating principles of attribution theory into the career counseling process are given. A brief introduction to an attributional model of career decision making is made. Ongoing development of the model is intended to provide career development researchers and practitioners with a useful framework for integrating causal attributions for career-related events into the career decision-making process. (Contains 38 references.) (KC)

ED 419 970 CE 076 674

Grunewald, Uwe; Moraal, Dick; Sorensen, John Houman; Luttringer, Jean-Marie; Pasco, Nicolas; Kohler, Alexander; Barrett, Alan; O'Connell, Philip; Garibaldo, Francesco; Lorenzoni, Stefan; Mandl, Dieter
Approaches and Obstacles to the Evaluation of Investment in Continuing Vocational Training: Discussion and Case Studies from Six Member States of the European Union. CEDEFOP Panorama. Discussion Paper/Case Studies.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Continuing Education; *Cost Effectiveness; *Evaluation Methods; Foreign Countries; *Investment; *Job Training; Program Effectiveness; *Vocational Education
IDENTIFIERS- Austria; Denmark; France; Germany; Ireland; Italy

This report summarizes six case studies on different aspects of the issue of evaluating investing in continuing vocational training (CVT). Part 1 (chapters 1-2) contains "Conceptual Introduction" (Jean-Marie Luttringer), which explores practical problems in considering training expenses as an investment, and "Methodological Introduction" (Alan Barrett), which discusses

ED 419 987 CE 076 702

Hawke, Geof; Quirk, Robert
Moving into Higher Education. Issues Arising from the Introduction of Ungraded Assessment in VET. A Paper Prepared for the Ministerial Council on Employment, Education and Training.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *Articulation (Education); Comparative Analysis; Competency Based Education; Criterion Referenced Tests; Educational Assessment; Educational Improvement; Educational Policy; Educational Trends; *Evaluation Methods; Foreign Countries; Higher Education; Models; *Nongraded Student Evaluation; Postsecondary Education; Secondary Education; Student Evaluation; Systems Approach; Trend Analysis; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

Studies of vocational education and training (VET) students' movement into higher education (HE) typically show that VET students granted admission perform at least as well as other admitted applicants; however, such students are often less likely to gain admission in the first place. A move toward competency-based training (CBT) and a concomitant move toward ungraded means of reporting achievement have been among the key reforms implemented in Australia's VET system in recent years. Across Australia, universities have demonstrated a wide variety of responses to VET's introduction of CBT. Some universities have devised a system for converting VET results into a score that can be compared with the tertiary entrance score achieved by school leavers, whereas other universities have established distinct quotas for applicants seeking admission either as tertiary transfer students or on the basis of VET qualifications. Yet other universities have developed close working relationships with VET systems and devised a range of procedures to facilitate VET students' transfer to HE. Some VET providers are reviewing their policy of using only ungraded assessment and are introducing new criterion-referenced grading systems. It is hoped that the new systems will ameliorate many HE institutions' concerns over ungraded assessment. (Contains 31 references.) (MN)

ED 419 988 CE 076 703

McDonald, Rod; Hayton, Geoff; Gonczi, Andrew; Hager, Paul
No Small Change. Proposals for a Research and Development Strategy for Vocational Education and Training in Australia.
PUB DATE- 92
NOTE- 102p.; Report prepared for the Vocational Education, Employment and Training Advisory Committee.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Research; Foreign Countries; Needs Assessment; Position Papers; Postsecondary Education; *Research and Development; *Research Needs; Research Utilization; State of the Art Reviews; *Strategic Planning; *Theory Practice Relationship; *Vocational Education

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Stages; *Immigrants; *Korean Americans; *Self Concept; *Sex Differences; Validity
IDENTIFIERS- Psychosocial Development

Immigration is one of the most significant changes which can occur in one's lifetime. Immigrants struggle with their foreign environment and renewed crises; they suffer from "uprootedness" and "missed embeddedness" and have difficulty integrating their identity roles. Erikson's psychosocial development theory and Marcia's expansion of it are discussed as they relate to the issue of ego identity in transplanted adults. Studies on the achievement of ethnic identity are reviewed. Adult Korean immigrants' psychosocial identity changes are examined (N=79). The relationship between length of residence in the United States and psychosocial development was studied. Differences in psychosocial identity development between a published normative group and the sample group were examined using Hawley's Measures of Psychosocial Development. The instrument was translated and administered in Korean; descriptive statistics are presented for the sample. A linear model analysis was used. Results are presented and recommendations for further study are discussed. Contains 29 references. (EMK)

ED 420 008 CG 028 490

Kennedy, Joycee; McCarthy, Carol J.
Bridging Worlds: Understanding and Facilitating Adolescent Recovery from the Trauma of Abuse.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Advocacy; *Child Abuse; Community Involvement; Ethnicity; Family Structure; Immigration; Juvenile Courts; Mental Health; Sexuality; Socioeconomic Status; Therapists; Therapy
IDENTIFIERS- Child Protection; Gangs; *Traumas

Descriptions of past social attitudes and policies that influence the present structure and thinking in the areas of child protection, juvenile justice, education, and mental health are provided by this handbook designed to aid in understanding and helping adolescents traumatized by abuse. This foundation is interwoven with current news examples and policies, which together provide a context to help understand the barriers to creative, integrated solutions for abused teens. This book provides specific treatments employed by the authors throughout their nine years of work with adolescents. Throughout the book actual clinical examples, photographs, and drawings are supplied. The handbook is divided into three parts. Part I, "A New Vision," examines families and issues of diversity. Part II, "Structural Change," provides an overview of the major systems involved in raising young people. Child Abuse Specific Treatment of Trauma (CASTT), a treatment model for adolescents recovering from traumatic stress is described in part III, "Healing a Generation." The appendices provide a CASTT intake form, creative works of some of the youth discussed, a CASTT model for children, and an information sheet concerning CASTT. (MKA)

ED 420 009 CG 028 498

them crucial reading comprehension skills. With stories touching on everything from superstars to sports facts, the open-ended reading comprehension program is versatile and easy to use for educators and children alike. Teachers and parents can tailor the program to meet individual needs, selecting the starting level of difficulty, and specifying the number of tries allowed as students attempt to answer questions. The program automatically advances students to higher levels of difficulty as they succeed. A print-out feature provides copies of stories and questions for off-screen use as practice sessions or test masters. A report card option allows tracking and storage of individual assignments and progress reports for up to 40 children. The program can be completely customized and new stories and questions added at any time allowing the expansion of the program for an even wider age/skill range. (RS)

ED 420 029 CS 013 183

Closter, Kathryn; Sipes, Karen L.; Thomas, Vickie
Fiction, Food, and Fun: The Original Recipe for the Read 'N' Feed Program.
PUB DATE- 98
NOTE- 243p.; Foreword by Caroline B. Cooney.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Literature; Classroom Techniques; *Enrichment Activities; *Fiction; Instructional Innovation; Intermediate Grades; Middle Schools; *Reading Comprehension; Reading Instruction; Reading Interests; *Reading Motivation; Reading Skills; Reading Strategies; Recipes (Food); Secondary Education; Thematic Approach
IDENTIFIERS- *Learning across the Curriculum; *Trade Books

Intended for teachers of grades 6-10, this book was designed to motivate young people to read, build their comprehension skills, and extend their learning across the curriculum. The book's participatory mealtime programs incorporate learning with activities such as writing and art projects, role-playing, storytelling, games, interviewing, and hosting guest speakers, using food as an incentive to participate. The book provides detailed plans for learning events based on selected young adult novels. Its plans are flexible enough to be adapted to other titles and are made simple with detailed guidelines. The book provides, for each title, a summary of the plot, a booktalk, background information on the author, discussion questions, activity ideas, novel connections, and suggestions for food and decorations. It also contains reproducible templates of publicity posters, student invitations, game pieces, and other materials. The book is a great way to involve students, teachers, librarians, parents, and community members in the reading program. (CR)

ED 420 030 CS 013 184

Ediger, Marlow
Reading and Writing in the Curriculum.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English

Also, a child's ability to profit from opportunities to learn to read and spell is based on a foundation of language skills built during preschool years. During the past decade, systematic and explicit instruction designed to help students acquire this foundation has not been commonplace. Further data reveals that although the term "phonemic awareness" is a rather new one to reading educators, teachers who work with primary grade children have seen children with difficulties in this area for a long time. A review of solution strategies suggested by knowledgeable others resulted in the development of a series of measurements to identify students who do not use beginning reading strategies. Some of the strategies include: knowledge of letters and their sounds, concepts of print, and phonemic awareness. Post intervention data indicated an increase in student use of beginning reading strategies which helped them become independent readers. (Contains 18 references.) (RS)

ED 420 051 CS 013 222

Berg, Andy; Cressman, Kelley Shea; Pfanz, Tomi
Improving Reading Comprehension through Vocabulary.
PUB DATE- 98
NOTE- 138p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Education; *Inner City; *Low Income; *Reading Comprehension; *Reading Improvement; Student Needs; Tables (Data); *Vocabulary Development
IDENTIFIERS- Illinois (Central)

An action research project described an implementation of vocabulary strategies designed to increase reading comprehension. The targeted population consisted of inner city elementary students located in central Illinois. Research shows that some children from low-income environments have below average reading abilities. Analysis of probable cause data revealed that students were failing to meet their optimal levels of reading performance. Students needed to increase the number of words that they read and understood automatically to increase reading comprehension. Prior knowledge and interest in the topic affects students' comprehension of the text. Difficult vocabulary affects reading comprehension. Some urban children lack reading materials that relate to their background. Failure in reading causes failure in school. A review of solution strategies suggested by experts, combined with an analysis of the problem setting, resulted in the selection of the following intervention: improving students' knowledge of vocabulary to increase reading comprehension by using graphs, charts, games, journals, and portfolios. (Contains 26 references and six charts and 12 graphs of data. Appendixes contain survey instruments, consent forms, and numerous pre and post tests.) (Author/RS)

ED 420 052 CS 013 223

Learning to Read and Write: Developmentally Appropriate Practices for Young Children. A Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English

*Writing Processes
IDENTIFIERS- *Voice (Rhetoric); Writing Prompts

Poetry is a powerful avenue through which students can learn to express their voices and to "write like people." In the special needs classroom, where students traditionally have had difficulty with narrative structure, and therefore have gone unheard, developing voice through poetry becomes especially crucial. Samples of students' poetry highlight their diverse voices. (Contains 15 references; a figure illustrates "The Headless Horseman," used as a writing prompt.) (Author/NKA)

ED 420 073 CS 216 367

Smith, Elizabeth Overman
Identifying Competencies--Developing Meta-Skills.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Content Analysis; Design; Higher Education; *Intellectual Disciplines; *Journal Articles; Problem Solving; *Scholarly Journals; *Technical Writing; *Text Structure; Writing Research
IDENTIFIERS- *Technical Communication

A study examined a set of 78 journal articles identified as influential in technical communication (published between 1988 and 1992) and a preliminary list of 63 articles frequently cited between 1993 and 1997. The texts were organized into six topical groups: profession, rhetoric and composition, document design, social construction and collaboration, and workplace communication. These topics identify the competencies and meta-skills with which technical communication directs its problem-solving activities. Results indicate that the competencies and accompanying meta-skills reveal the literacies (stories) associated with technical communication that establish its place as a discipline--in particular, concerns for document design, text production, and workplace communication. (The table listing texts frequently cited by authors in technical communication journals is presented.) (RS)

ED 420 074 CS 216 369

Jalongo, Mary Renck; McCracken, Janet Brown
Writing about Teaching and Learning: A Guide for Aspiring and Experienced Authors.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Editing; *Professional Development; Scholarly Journals; *Writing for Publication; *Writing Instruction; *Writing Processes
IDENTIFIERS- Authorship; *Educational Writing; *Scholarly Writing

Designed specifically for authors, both aspiring and experienced, who work with children and their teachers, this booklet offers advice for educators who want to write and publish professional

PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; Educational Economics; *Efficiency; Elementary Secondary Education; Outcomes of Education; *Productivity; *Resource Allocation; School Administration; *School Effectiveness; School Responsibility
IDENTIFIERS- ERIC Digests

Some of the issues surrounding school productivity are discussed in this ERIC digest. It presents the results of early research that explored whether there is a relationship between educational funding and student outcomes. Some of the reasons behind schools' productivity problems are presented, including problems with unstable governance and the disproportionately high salaries being paid to veteran teachers. Overall, research suggests that most schools spend 60 percent of funds for direct instruction and about 40 percent for support services. The report suggests that should productive schools have a clear, objective function with measurable outcomes; incentives linked to success; efficient access to information; adaptability; and use of cost-effective technologies. Additional research regarding productive schools shows that math scores were positively tied to lower student-teacher ratios and to expenditures on instruction and school-district administration. Some of the practical strategies that schools can employ include reducing noninstructional expenditures, restructuring the instructional program, focusing on clear outcomes, and attracting new teachers. (RJM)

ED 420 093   EA 029 063

Gaynor, Cathy
Decentralization of Education: Teacher Management. Directions in Development.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decentralization; Educational Change; *Educational Innovation; Elementary Secondary Education; *School Administration; School Organization; *School Supervision; *Teacher Empowerment; *Teacher Supervision

This book is based on a review of the literature on decentralization and teacher management. The focus is on basic formal education, mainly the primary and junior secondary levels of schooling, and on presenting a rationale for decentralizing teacher management. The book presents three models of decentralized teacher management, explores the different functions of teacher management and how these functions are handled in centralized and decentralized systems, examines the design of decentralization reforms in various countries, and discusses the political feasibility and legal implications of decentralizing teacher management. Since reliable data on decentralizing teacher management are limited, the changes that are described--changes that will affect the quality of teaching or learning--are tentative. Although recommendations for planners and policymakers are included, the book emphasizes the viability of the approaches taken so far

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; Elementary Secondary Education; *Prevention; *School Security; *Sexual Harassment
IDENTIFIERS- *Harassment

This guide focuses on the issue of school-based harassment. It is intended to help educators prevent or curtail all forms of harassment by highlighting school-based harassment issues, by describing remedies and prevention strategies, and by providing additional resources. It details some of the problems school-based harassment engenders, and it explores common misperceptions of harassment, as well as its legal implications. The guide features an overview of harassment, offering specific strategies for preventing--and responding to--such harassment. Such tactics include professional development, curricular concerns, and personal considerations for educators. It describes what school employees, families and communities, and students need to know by using a question-and-answer format. The three sections that cover these can be pulled out and used separately. Some of the legal foundations of responses are likewise discussed, and an emphasis on self-reflection is prominent throughout the text. A case study is presented. Online, organizational, print, video, and curricular resources are listed. (RJM)

ED 420 114 EA 029 090

Uerling, Donald F.; Dlugosh, Larry L.
Charter Schools: An Avenue to Quality Education.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual National Conference on Creating the Quality School (7th, Arlington, VA, March 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Charter Schools; *Educational Change; Educational Policy; *Educational Quality; Elementary Secondary Education; School Effectiveness

During the 1990s, the charter-school movement emerged as one of the more promising new ideas in education. This paper juxtaposes the charter-school concept with ideas on change theory and curriculum design. The article's purpose is to illustrate how charter schools might be a vehicle for change in education. Research shows that states have enacted charter-school legislation to achieve a variety of purposes: to encourage innovation, to promote performance-based accountability, to expand choices, and to foster innovation and change by freeing educators from unnecessary bureaucratic constraints. Such innovation is important in understanding education, particularly in light of considering the durability of the educational hierarchy over the past 100 years. It is argued that educators must recognize the difference between first-order and second- order change when defining fundamental issues. Likewise, when designing curriculum, educators must consider those characteristics that bind people together, such as individuals' capacity to recall the past and to anticipate the future. It is claimed that the charter-school movement's promise lies in its potential to alter traditional outlooks in education. (Contains 15 references.) (RJM)

ED 420 115 EA 029 091

Lessons" (Cheryl M. Jorgensen); (7) "The Promise of Friendship for Students with Disabilities" (Jill Martin, Cheryl M. Jorgensen, and Jay Klein); (8) "Empowering All Students through Self-Determination" (Thomas Michael Holub, Peg Lamb, and Myong-Ye Bang); (9) "Community-Based Learning for All Students" (Mary C. Schuh, Carol Tashie, Peg Lamb, Myong-Ye Bang, and Cheryl M. Jorgensen); and (10) "Transition or Graduation? Supporting All Students To Plan for the Future" (Carol Tashie, Joanne M. Malloy, and Stephen J. Lichtenstein). (Individual papers contain references.) (DB)

ED 420 133 EC 306 471

Blueprints for a Collaborative Classroom.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cooperative Learning; *Creativity; Curriculum Development; *Disabilities; Elementary Education; *Group Activities; Teacher Role; *Thinking Skills

This book provides guidelines and suggested activities for collaborative learning for elementary grade students with a variety of abilities and disabilities. It is based on experiences at the Developmental Studies Center (Oakland, California). Activities are presented as blueprint formats that provide a comprehensive set of structures which can be adapted to applications across the curriculum and across grade levels. An introduction details the learning principles utilized, how to use each of the activity "blueprints," and the teacher's role as the blueprint facilitator. Blueprints typically include an introduction, developmental considerations, grouping considerations, academic preparation, social/ethical preparation, sample activities, hints, extensions, self-evaluation by students, resources, and real classroom applications. The blueprints are organized into the areas of joint ideas, joint activities, and joint responding. The section on joint ideas contains activities for generating ideas (brainstorming, interviewing), organizing ideas (mapping), and choosing ideas (deciding). The section on joint activities includes blueprints for exploring (investigating, problem solving), coordinating (playing games, dancing and movement), practicing/supporting (partner reading, rehearsing), and responding (editing, reviewing). The final section offers blueprints for joint products, including writing (poetry, narrative, expository), graphic, performance (role playing), and invention (model building). (DB)

ED 420 134 EC 306 472

Wang, Margaret C.; Reynolds, Maynard C.
Progressive Inclusion: Meeting New Challenges in Special Education. 1997 Publication Series No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

to others, placement of children in age appropriate programs, circumstances in which parents may and may not be charged for special services, medication issues, inclusion of children with HIV or AIDS, inclusion of children with mental retardation, inclusion of children with diabetes, accessibility of the child care center, tax credits and deductions associated with complying with the ADA, the Department of Justice's enforcement philosophy, and litigation concerning the ADA and child care centers. Sources of additional information are listed. (DB)

ED 420 154 EC 306 528

Thompson, Bruce
The Ten Commandments of Good Structural Equation Modeling Behavior: A User-Friendly, Introductory Primer on SEM.
PUB DATE- 98
NOTE- 81p.; Paper presented at the Annual Meeting of the U.S. Department of Education, Office of Special Education Programs (OSEP) Project Directors' Conference (July 16, 1998, Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mathematical Models; *Research Methodology; Social Science Research; *Statistical Analysis; *Structural Equation Models

This paper provides an introduction to basic issues concerning structural equation modeling (SEM), a research methodology increasingly being used in social science research. First, seven key issues that must be considered in any SEM analysis are explained. These include matrix of associations to analyze, model identification, parameter estimation theory, multivariate normality, model misspecification and specification searches, sample size, and measurement model adequacy. Second, heuristic SEM analyses involving structural models are presented to demonstrate how SEM takes score measurement reliability into account and how SEM may shed light on causal issues. Finally, ten commandments for proper SEM use are presented, among which are the following: (1) never conclude that a model has been definitely proven; (2) for specification searches that require larger samples, test the re-specified model with a "hold-out" or independent sample and never change a specification without a theoretical justification; (3) test multiple plausible rival models; and (4) don't use SEM with small samples. Appendices provide five examples of statistical analyses using SEM. (Contains 66 references.) (DB)

ED 420 155 EF 005 038

The School Technology Primer: A Non-Technical Guide to Understanding School Technology.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Centers; Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Educational Facilities Design; *Educational Technology; *Elementary

make explicit what is ultimately perceived as fluent speech. Given appropriate environments, a comparison of potential to actual dynamic speech occurrences shows that the variable rules of speech production investigated here exhibit a consistently high actuation rate of about 75 percent across both speech styles. Implications for second language instruction to develop fluent speech strategies are discussed, particularly use of an "increments of knowledge" approach, effective with already partially competent learners, that is seen as more effective than the customary full "body of knowledge" approach. Contains 36 references. (MSE)

ED 420 174 FL 025 258

Sierra, Josu
The Linguistic Immersion and the Programs of Bilingual Education in the Basque Country.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basque; *Bilingual Education; Educational History; Educational Policy; Elementary Secondary Education; Foreign Countries; *Immersion Programs; *Language of Instruction; Language Proficiency; Public Policy; Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Spain (Basque Provinces)

A discussion of bilingual education in the Basque Country of Spain presents and compares three language education program/policy models: (1) the traditional approach to language instruction as a subject area, found to be minimally effective in developing second language skills; (2) partial immersion, originally with instruction almost exclusively in the second language from ages 3-6, then in both languages, a model later involving more extensive exposure in the native language; and (3) instruction entirely in Basque, used in both predominantly Basque-speaking and Spanish-speaking communities, with varying results depending on the native-language composition of the classes and the treatment of native-speaking students as a resource. The last model is gaining in popularity in the Basque Country. Research on the effectiveness of the three models in developing students' language proficiency is examined briefly. Contains 4 references. (MSE)

ED 420 175 FL 025 273

Xu, Jianzhong
Balancing Home and School: Dilemmas of Cultural Interchange.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Traits; *Culture Conflict; *Educational Environment; Ethnography; Experiential Learning; *Family Environment; *Intercultural Communication; Intermediate Grades; Junior High Schools; Middle Schools; *Student Adjustment

A study in Japan investigated second language skill loss and maintenance in three groups of English-as-a-Second-Language learners: (1) ninth graders studying basic vocabulary and sentence structures (true beginners); (2) students in the lowest level English class at a technical college, but with some English language skills (false beginners); and (3) successful students in the highest level English class at the college (successful learners). The research explored in what areas false beginners encountered backsliding, in which areas false beginners achieved better than true beginners, and what the main problems of false beginners were. Data were gathered using a standardized test of written and spoken (read-aloud) English, and a list of both regular and irregular English words, read aloud. Results indicate that the false beginners' backsliding occurred in comprehension, in which their skill level was about equivalent to that of true beginners. False beginners could read passages aloud better than true beginners, and the main difficulty for false beginners was in recoding and decoding of English words. Contains 17 references. (MSE)

ED 420 195 FL 025 297

Lessard-Clouston, Michael
Vocabulary Learning Strategies for Specialized Vocabulary Acquisition: A Case Study.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Pacific Second Language Research Forum (3rd, Tokyo, Japan, March 26, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *English for Special Purposes; *English (Second Language); Graduate Students; Higher Education; *Learning Strategies; Native Speakers; Second Language Learning; *Theological Education; *Vocabulary Development

A study investigated and compared the vocabulary learning strategies (VLSs) of five non-native English-speaking and six native English-speaking (NES) graduate students of theology in a core course. The students of English as a Second Language (ESL) were all native speakers of Cantonese or Mandarin Chinese. Specifically, the research explored (1) what VLSs the ESL and NES students use to learn the specialized vocabulary of their discipline, (2) how these VLSs may be classified in relation to previous studies, and (3) whether a particular approach (structured vs. unstructured) or strategy (consulting a dictionary) predicts success in lexical acquisition. Data were gathered using a test of theological language that elicited information about both breadth and depth of vocabulary knowledge at the beginning and end of the term, mid-term interviews with each student concerning VLSs and overall study strategies, and a term-end questionnaire on specific vocabulary learning opportunities and strategies. All are appended. Results confirmed the expectation that most students do not use a structured VLS, and that structure in the VLS does not appear to predict success in developing vocabulary knowledge. Individual variations in VLS are discussed, and implications for specialized vocabulary teaching are examined. Contains 28 references. (MSE)

ED 420 196 FL 025 298

1990.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Demography; *Doctoral Degrees; *Educational Trends; Graduate Study; Higher Education; Intellectual Disciplines; *Sex Differences; Trend Analysis

This study provides a multifaceted descriptive analysis of the patterns and preferences of American Indian doctorate recipients. It is based on data from the National Research Council's Doctorate Records Project (DRP) for the period 1980-90. The study found that for the 11-year period, American Indians received 984 doctorates out of a total of 451,218 doctorates awarded. Of these 984 doctorates, 57 percent were awarded to males and 43 percent to females. Nearly half were in the field of education. Males dominated the fields of engineering and the physical sciences, while females dominated the field of education. Between 1980 and 1990, female doctorate production increased 33 percent; there was a corresponding 10 percent increase for males. The study also found that compared to the general population, American Indians were underrepresented in every field of doctoral study. It also noted that there has been much fluidity among fields of study, with increases in American Indian female doctoral production in the life sciences, social sciences, and professional fields, and increases in male doctorate production in the physical sciences, engineering, and professional fields. Overall, doctoral production in education decreased between 1980 and 1990. (Contains 11 references.) (MDM)

ED 420 217 HE 031 257

Wolverton, Mimi; Wolverton, Marvin L.; Gmelch, Walter H.
The Interconnections Between Job Satisfaction and Work-Related Stress in Academic Deans.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; Age Differences; Educational Attitudes; Higher Education; *Job Satisfaction; National Surveys; Role Conflict; Scholarship; Sex Differences; *Stress Management
IDENTIFIERS- Role Ambiguity

This study examined the interrelationships between stress, job satisfaction, and other exogenous influences among academic deans at American colleges and universities. A total of 579 deans from a sample of 360 colleges and universities responded to a mailed survey, which included the Role Conflict and Role Ambiguity Questionnaire (Rizzo et al., 1970). The study found that as work-related stress increased, job satisfaction declined. Conversely, when job satisfaction increased, work-related stress declined. The jointly derived models account for 50 percent of the variance in job satisfaction and 30 percent of the variance in work-related stress. The study also found that female deans experienced more job satisfaction than male deans, and that older deans experienced less stress than younger deans. A dean's satisfaction with his or her current trivial but imposing memos circulated, the tyranny of dissertation advisers, the tactless anonymity of rejection letters, and the systemic dilemma of dealing with student papers. Also included are jokes, anecdotes, and parodies, including some sample resignation letters. The essays underscore the author's contention that academic writing in its various forms is united by the imperative of disguise. After an introductory chapter, the individual essays are: (1) "Missionaries and Knots in Sexual Harassment"; (2) "Personal Authority, Colonial Power, and Dissertation Directors"; (3) "Wheels, Cogs, Oil Cups, and Rejection Letters"; (4) "The Green Bean Campaign in the Memo"; (5) "High Flying at Low Levels: Hierarchy, Composition, and Teaching"; and (6) "Writing Resignation: The Donkey on the Minaret and the President's Papers." (Individual chapters contain references.) (DB)

ED 420 238 HE 031 288

Training by Contract: Models of Success between Colleges and Employers.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Contracts; *Cooperative Programs; Corporate Education; Education Work Relationship; Higher Education; Partnerships in Education; *School Business Relationship; School Community Relationship
IDENTIFIERS- Contract Education; Contract Training

This book offers colleges and universities information on contract training with business and industry, suggesting ways to blend corporate education programs into the organizational structure of both the educational institution and the business organization, and providing guidelines for obtaining contracts and delivering programs. Included also are brief descriptions of such programs at 50 institutions in the United States and Canada. The three chapters of Part 1 include: "Why Colleges Engage in Contract Training," in which Kathryn Mannes traces the history and evolution of contract training and reviews the benefits of this activity for colleges and universities; "Partnerships as a Means to Contract Education," in which James Broomall urges that contract education programs be expanded beyond the traditional client-vendor relationship to true partnerships between institutions of higher education and their training clients; and "Guidelines for Contracting with Organizations," in which Carol Aslanian identifies commonly held misconceptions that can impede getting contracts and provides some do's and don'ts for colleges when dealing with organizations. The second half of the book presents one-page descriptions of contract training programs at 50 institutions (two- and four-year, large and small, public and private, located in varying geographic areas) which include institution, students, content, schedule, methods, faculty, location, college services, organization services, contract charges, and contact information. (DB)

ED 420 239 HE 031 289

Multicultural Student Statistics: Fall 1997-98. The University of Wisconsin System.

intervention and precollege programs, renewed efforts to increase the availability of college awareness information, increased availability of support services for college students, greater consistency and clarity in state policies concerning parental responsibilities to pay for college, fewer restrictions on participation in postsecondary education for welfare recipients, and simplified forms and processes for applying for college admission and financial aid. (Contains 56 references.) (MDM)

ED 420 258 HE 031 312

Tonso, Karen L.
Engineering Gender--Gendering Engineering: What About Women in Nerd-Dom?
PUB DATE- 98
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Attitudes; *Engineering Education; Engineers; *Females; Higher Education; Males; School Culture; *Sex Bias; Sex Differences; Sex Discrimination; State Universities; Status; *Student Attitudes

This paper examines the kinds of persons that engineering education produces, focusing on cultural identities related to gender issues. It is based on survey questionnaires, interviews, and observations of 274 first-year and fourth-year engineering students at a state university known for its concern about the education of women engineers. The study found numerous instances of engineering being conceived of by students as a male profession, with women marginalized for not appearing to conform to the culture of the profession. Three cultural-identity categories emerged in the cultural model underpinning student engineers' talk at the university: Greeks, academic achievers, and nerds. Within these categories, few terms could be applied to female students in a positive light, and female students were often thought of by many male students in pejorative terms. The paper goes on to describe the interactions of male and female students in small-group activities, and provides examples of sexist attitudes and behaviors among male students. It argues that the status hierarchy among engineering students has led to the near-invisibility of women within the engineering community. (Contains 35 references.) (MDM)

ED 420 259 HE 031 313

Performance Measures and Indicators: 1998 Interim System Report.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Access to Education; Cost Effectiveness; *Educational Policy; Educational Quality; Employment Potential; Higher Education; *Outcomes of Education; *Public Colleges; Satisfaction; State Boards of Education; *State Universities
IDENTIFIERS- *Oregon University System; *Performance Indicators

graduates) see HE 031 335.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; *College Bound Students; *College Choice; College Freshmen; Community Colleges; Enrollment Trends; High School Graduates; High Schools; Higher Education; In State Students; Private Colleges; Public Colleges; State Universities; Statistical Data; Tables (Data)
IDENTIFIERS- *Oregon

This document presents 47 tables showing the Oregon college choices of 1997 Oregon high school graduates. Two summary tables are provided. The first shows 1997 high school graduates admitted in 1997 to Oregon colleges by county of origin and type of college. Of a total of 30,330 graduates, 12,762 enrolled in Oregon colleges; the second summary table, for the years 1986-97, shows Oregon high school graduates admitted by Oregon colleges in the fall of the year following their graduation. Trend data indicate that from 1986 through 1997 a slightly smaller percentage of total graduates attended the Oregon University system, a greater percentage attended community colleges, and the percentage attending independent colleges remained the same. The remaining tables provide details on the number of 1997 Oregon high school graduates enrolled in each of 45 institutions of higher education in Oregon. Provided for each institution is data on the number of incoming freshmen by Oregon county, specific high school, the number of graduates for each high school, and the percent of the high school's graduates admitted to the specific institution. Tables for the institutions of higher education are grouped into those for the Oregon University system, those for state community colleges, and those for independent colleges. (DB)

ED 420 278 HE 031 335

College Choices: 1997. Part B, By County and High School. Tables Only.
PUB DATE- 98
NOTE- 72p.; For Part A (by Oregon college attended) see HE 031 334.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; *College Bound Students; *College Choice; College Freshmen; Community Colleges; Enrollment Trends; High School Graduates; High Schools; Higher Education; In State Students; Private Colleges; Public Colleges; State Universities; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- *Oregon

This document presents 37 tables showing the Oregon college choices of 1997 Oregon high school graduates by county and high school. Two summary tables are provided. The first shows 1997 high school graduates admitted in 1997 to Oregon colleges by county of origin and type of college. Out of a total of 30,330 graduates, 12,762 enrolled in Oregon colleges. The second summary table, for the years 1986 through 1997, gives data for Oregon high school graduates admitted by Oregon colleges in the fall following their graduation. Trend data indicate that a decreasing percentage of total graduates are attending the Oregon University system, a greater percentage are attending community colleges, with the percentage attending independent colleges remaining constant. The remaining tables detail, by

Tom, Alan R.
Professional Development Schools and the Destabilization of Faculty Work.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College School Cooperation; *Collegiality; Elementary Education; Faculty College Relationship; *Faculty Development; Higher Education; *Interprofessional Relationship; *Organizational Climate; Professional Development; *Professional Development Schools; Public Schools; Teacher Behavior; *Teacher Collaboration; Teacher Role
IDENTIFIERS- University of North Carolina Chapel Hill

Professional development schools (PDSs) are usually viewed as school-university partnerships aimed at regeneration of teacher education and/or the reform of public schools in general. This paper examines the gap between creating a PDS structure and achieving these goals, suggesting that bridging the gap may require destabilization of both faculty identity and faculty work environments. A program of personnel preparation at the School of Education at the University of North Carolina at Chapel Hill, combined faculty members from differing backgrounds at a single campus, thus introducing the need for a new form of collaboration. While historically the School of Education faculty divided itself by specialized fields, adjustments had to be made as a result of the PDS's focus on real school problems, and faculty participating in the PDS program were encouraged to think of themselves as part of interdisciplinary teams in order to relate to the public schools' problems in a more meaningful way. PDSs also lead to destabilization of the work environment by creating faculty obligations to both the university and the participating public school sites. Faculty disorientation in this regard has less to do with the logistical difficulties of a dualistic workplace, but rather involves tensions between the academic duties they face as School of Education faculty and their increased time away from the university setting. (MAB)

ED 420 298 IR 018 917

Hewitt, William J.
8 Easy Ways To Develop Your Web Page.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer System Design; *Computer Uses in Education; *Design Preferences; Elementary Secondary Education; Material Development; Screen Design (Computers); *World Wide Web
IDENTIFIERS- Home Pages; *Web Sites

This paper presents ideas to help educators develop a Web page

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Evaluation; Guidelines; Information Services; Library Administration; *Library Networks; *Library Planning; Library Policy; Mission Statements; Needs Assessment; Program Implementation; *Strategic Planning

Planning for the Multitype Library Cooperative (MLC) is critical if it is to best assist the library community. Multitype Library Cooperatives are unique organizations in the library community that serve as the "libraries" library, providing various special services. This book is a companion volume and handbook to "Strategic Planning for Library Multitype Cooperatives: Samples and Examples." The manual melds conventional long-range planning; with focused strategic planning; it contains philosophical underpinnings of the planning process; instructions on how to use the process; worksheets, exhibits, and examples to help planners use the process; and two introductory chapters. The seven chapters make up the body of the work include the following phases: (1) Planning to Plan; (2) Environmental Scan Needs Assessment (ESNA); (3) Vision, Mission, and Values; (4) Analyzing ESNA, Setting Direction and Measuring Results; (5) Revisiting the Vision and Mission; (6) Implementation; and (7) Monitor and Evaluate. Includes bibliography and short cuts to the planning process. (AEF)

ED 420 320 IR 057 065

Customer Friendly Libraries in a High-Tech Age. Videotape .
PUB DATE- 98
NOTE- 0p.; Closed captioned.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Change; *Educational Technology; *Information Scientists; *Information Services; Information Sources; Information Technology; *Library Role; *Library Services; Staff Development; Technological Advancement; Training
IDENTIFIERS- Computer Use

This videotape discusses how technology is rapidly changing the roles of information providers. It is important that information professionals continue to provide good customer service while helping the public feel comfortable with new technology. This videotape covers issues common in libraries today: making time for adequate staff training; managing computers for public use; helping customers feel comfortable with new technology; and preparing for potential problems. Four stop-tape audience reaction vignettes promote discussion of customer service issues. (AEF)

ED 420 321 IR 057 066

Liu, Lewis-Guodo
Internet Resources and Services for International Business: A Global Guide.
PUB DATE- 98
NOTE- 389p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Business; Economics; Foreign Countries; Information

PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Comparative Analysis; Course Descriptions; *Course Evaluation; Course Organization; *Distance Education; Educational Innovation; *Educational Technology; Higher Education; Partnerships in Education; Program Implementation; Student Attitudes; Teaching Methods; Two Year Colleges
IDENTIFIERS- Florida State University; University of Florida

The Instructional and Leadership Development through Distance Learning (ILDDL) project was created to demonstrate ways that technology and distance learning can be used to address some of Florida's educational needs. The project involved the collaboration of Florida State University, the University of Florida, and nine Florida community colleges. The instructional program delivered by the universities was comprised of four courses during the 1995 academic year. Each community college assigned one or more facilitators responsible for all of the logistics involved in the courses, including class enrollment and communicating with the instructor. The first course, The American Community College, was administered through both distance education and on-campus teaching. Using grades and self-reported perceptions from surveys, both on-campus and distance classes did comparably well in the fall course. Responses to the second course, Instructional Leadership in the Community College, were very favorable, especially due to the performance of the facilitators. Technology for Teachers, the third course, had mixed reviews, with suggestions for providing more feedback and tightening its structure. The final course, Effective Teaching in the Community College, received mixed results as well, with 24% of students preferring the distance learning medium, and 54% preferring conventional learning methods. (Contains 36 references.) (YKH)

ED 420 342 JC 980 289

May, Joe
Revised Faculty Compensation, Evaluation, and Advancement Plan. March, 1998.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Community Colleges; Educational Policy; Employment Level; Employment Practices; Employment Qualifications; Evaluation Criteria; *Faculty Evaluation; Faculty Promotion; Teacher Employment; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Pueblo Community College CO

This report provides the revised faculty compensation, evaluation, and advancement plan for Pueblo Community College (PCC) in Colorado. Section 1 contains the PCC three-level salary plan and discusses guidelines for initial appointment and level placement of faculty, initial salary computations, and minimum initial employment requirements. Section 2, PCC employment standards during the three-year probationary period, includes probationary standards for all three years, continuing education topics, and employment standards/required faculty activities. Section 3 concerns PCC promotion criteria and

Colbert, Karen K.; Hegland, Susan M.
Predictors of Authoritative Parenting in Kindergarten.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Conference of the Society for Research in Child Development (Washington, DC, April 3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Interpersonal Competence; Kindergarten; *Kindergarten Children; Parent Attitudes; Parent Background; Parent Child Relationship; *Parents; Poverty; Predictor Variables; Primary Education; Self Esteem; Well Being
IDENTIFIERS- *Authoritative Parenting; Parenting Styles

This study examined the relationships among parent psychological well-being, parents' perceptions of their children's social competence, and reported use of authoritative parenting strategies during the kindergarten year. Parents of 179 kindergarten children in a small Midwestern U.S. city who were also involved in a Head Start Transition Study were recruited for this study. All parent measures were collected in interviews conducted in the home. In the fall of the kindergarten year, parents were asked to assess their children's social skills using the Social Skills Rating Scale and to complete a global measure of the parents' self-esteem. A measure of authoritative parenting was completed the following spring. Preliminary analyses indicated that both parents' self-esteem and parents' ratings of their children's social competence in the fall of kindergarten were predictive of more authoritative parenting skills in spring, after accounting for the influence of poverty and parent educational level. (Author)

ED 420 362 PS 025 825

Chard, Sylvia C.
The Project Approach: Developing the Basic Framework. Practical Guide 1.
PUB DATE- 98
NOTE- 64p.; For "Practical Guide 2" of this series, see PS 025 826.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Education; Foreign Countries; Learning Processes; Parent Participation; Student Evaluation; *Student Projects; Teaching Guides; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard)

This guide is designed to offer teachers and school administrators a rationale for the Project Approach, a description of the practical implications of its implementation, and ways of integrating parts of the approach with other ways of teaching. The guide is divided into two sections. Section 1, "Reviewing Today's Classroom Practices," examines issues as they relate to children and learning. Chapter 1, "The Learner," gives an account of children's learning that can form a useful basis for planning and evaluating progress. Chapter 2, "The Instruction," presents effective teaching and classroom management techniques, and Chapter 3, "The Learning Environment," examines the teacher's role in managing an environment where a variety of different activities are in progress. Chapter 4, "The Content," offers a detailed comparison between topics and themes, units and including community-based developmental disability programs and grants; (4) early childhood development and child care; (5) education, including family literacy and special education; (6) employment; (7) enforcement services, such as program licensing; (8) food and nutrition; (9) health and medical services; (10) housing and utilities; (11) income maintenance; (12) juvenile justice; (13) mental health; (14) services for state wards; (15) substance abuse; and (16) support services, including emergency assistance and early intervention services coordination. Included in each entry are the statutory authority, the year the program was established, the administering agency, general information on the program, target group eligibility, a program description, caseload statistics, and the program's source of funding. (KB)

ED 420 381 PS 026 530

Knitzer, Jane; Page, Stephen
Map and Track: State Initiatives for Young Children and Families. 1998 Edition.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Health; Day Care; Early Childhood Education; Employed Parents; *Family Programs; Family (Sociological Unit); Family Structure; Financial Support; Incidence; Parent Background; Policy Formation; Poverty; Program Descriptions; Social Indicators; *State Programs; Statistical Surveys; Tables (Data); Welfare Services; *Well Being; *Young Children

This report profiles state efforts to develop comprehensive programs and policies for young children and families, presents indicators of child and family well-being, and describes state investments in young children and families. Chapter 1, "Overview of Findings and Implications," identifies the research questions, describes data collection procedures, summarizes findings, identifies trends and implications, and concludes that states are making progress focusing on young children and families, but neither state leadership nor investment is deep enough across all the states. Chapter 2, "The State of the States: Program and Policy Initiatives for Young Children and Families--Trends, Issues and Challenges," describes the kinds of programs and policy initiatives that states are supporting, highlighting overall trends, and illustrating state exemplars. Chapter 3, "The State of the States: A National Perspective on State-by-State Indicators," provides a national perspective on state indicators of well-being and investments and illustrates how indicators might be used more strategically in program and policy development to achieve better outcomes. Chapter 4, "Profiles of Individual States," contains state-by-state summaries of: (1) program initiatives to promote the well-being of young children and families, focusing on comprehensive programs, systems development, community mobilization, and linking welfare reform with child initiatives; (2) indicators of state investments and supports in early care and education, child health, TANF provisions, and income maintenance; and (3) indicators of child and family well-being, including poverty rates, family structure, prenatal care, vaccination rates, incidence of low businesses to support increased math and science achievement: articulate workplace academic skill requirements and ensure their incorporation into academic standards; support more rigorous teaching training incorporating mastery of content and its application to success in the workplace; support programs that expose students to the world of work; support the use of clear, reliable, and broadly disseminated student and system performance data; use student achievement in hiring decisions; and encourage employees to increase their involvement with local schools. Section 4 poses 6 questions that business leaders can use to engage parents, employers, educators, colleges, and community members in efforts to improve math and science achievement, and section 5 contains an annotated bibliography of 17 resource organizations that can help employers support student achievement. Thirty-eight endnotes are listed. (MN)

ED 419 915 CE 076 521

Stasz, Cathleen; Kaganoff, Tessa
Learning How To Learn at Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 7p.; For complete paper, see ED 414 472.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Career Development; *Education Work Relationship; *Educational Quality; *Experiential Learning; Minority Groups; Outcomes of Education; *School Business Relationship; Secondary Education; Vocational Education; Work Experience; *Work Experience Programs
IDENTIFIERS- California (Los Angeles)

A study adopted a sociocultural perspective to examine work-based learning (WBL) in different types of programs in Los Angeles that served similar populations of mostly minority students. The programs were a transportation career academy, a medical magnet high school, and a school-based enterprise. To understand workplaces as learning environments, the study attended to the social context for learning and working and examined certain characteristics of WBL. First, it focused on the social means by which tasks are initiated, accomplished, and processed, for this is when the process of education is set in motion. Second, it examined students' relationship to the existing community of practice in the work setting that is often responsible for learning and establishes important norms of behavior and performance standards in the workplace. Third, it studied the organization's own philosophy toward learning and training that can influence the types of learning opportunities provided to students. Fourth, it studied the connections between school and work that are meant to enhance students' learning. Analysis of workplaces as learning environments showed the social context varied markedly across the programs studied. Findings indicated the following: understanding the social context of work was important; schooling may undermine learning at work; WBL sites varied with respect to teaching strategies and expertise; and school and work were often only loosely connected and any connection was difficult to establish. (YLB)

ED 419 916 CE 076 523

ED 419 933 CE 076 565

Vandegrift, Judith A.; Larson, Elizabeth Hunt
Arizona's School to Work System. Site Visit Reports (1996-97).
SPONS. AGENCY- Arizona State Dept. of Commerce, Phoenix.
PUB DATE- 98
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Community Involvement; Consortia; Coordination; *Delivery Systems; *Education Work Relationship; High Schools; Information Dissemination; Junior High Schools; Labor Force Development; Middle Schools; *Partnerships in Education; *Program Effectiveness; Public Relations; Regional Planning; School Business Relationship; *Statewide Planning; *Systems Approach; Technical Assistance; Two Year Colleges
IDENTIFIERS- *Arizona

This document profiles the following 13 regional partnerships that together constitute Arizona's school-to-work (STW) system: Cochise STW Partnership; Coconino County STW Partnership; Eastern Arizona STW Partnership; East Valley STW Initiative; Mohave Workforce Development Partnership; Northeast Valley School to Work Consortium; Northland School to Work Opportunities System; Phoenix STW Initiative; Pima and Santa Cruz Counties STW Partnership; Pinal County STW Partnership; Western Maricopa Consortium; Yavapai County STW Partnership; and Yuma/LaPaz STW Partnership. The introduction explains how, in January 1996, Arizona embarked on implementation of its state STW system by awarding roughly $2.4 million to 13 partnerships consisting of business groups, educators, community organizations, and parents so that the partnerships could develop and manage a range of school-based, work-based, and connecting activities. The remainder of the document consists of the profiles, which each contain some or all of the following: fiscal 1995-1996 and 1996-1997 budgets; school profile; total student enrollment for the partnership; progress made toward meeting the six state-specified partnership goals (system governance and partnership development; program coordination and integration; technical assistance; community involvement; public awareness; system evaluation); discussion of partnership assets and challenges; and summary and suggestions. Twenty-seven tables/figures are included. Appended are excerpts from the national instrument "Progress Measures." (MN)

ED 419 934 CE 076 567

Haynes, Leslie; Blake, Amy
Balancing Life & Work: The Humanities as an Essential Part of Career Exploration.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; *Career Education; *Career Exploration; Curriculum Development; Demonstration Programs; *Education Work Relationship; *Educational Benefits; Educational Resources; Family Work Relationship; Global

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990;
  Impact Studies; National Education Longitudinal Study 1988

This document contains five papers. "Vocational Teacher Education in U.S. Colleges and Universities and Its Responsiveness to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990" (Richard L. Lynch) documents the trend toward decreasing enrollments in teacher training programs in virtually all vocational fields. "Occupational Experience as the Basis for Alternative Teacher Certification in Vocational Education" (Richard L. Lynch) establishes that occupational experience is an inadequate substitute for formal teacher preparation in vocational education. "Curricular Tracks and High School Vocational Education" (James A. Kulik) demonstrates that most of the difference between vocational and academic students' test scores is due to students' characteristics rather than the nature of vocational education. "The Impact of Academic Course Work on Labor Market Outcomes for Youth Who Do Not Attend College: A Research Review" (Adam Gamoran) documents the importance of a solid foundation in basic academic skills. "The Effect of High School Vocational Education on Academic Achievement Gain and High School Persistence: Evidence from NELS:88 (National Education Longitudinal Study of 1988)" (Kenneth A. Rasinski, Steven Pedlow) suggests that the benefits of vocational education for high school completion may occur by improving students' success in courses. (MN)

ED 419 951   CE 076 604

Family and Consumer Sciences Technology-Life-Careers Core Curriculum. A Curriculum Guide. A Family and Consumer Sciences Education Course of Study for Grades 6-7.
PUB DATE- 97
NOTE- 981p.; Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF07/PC40 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; *Child Rearing; Clothing Instruction; Competence; Competency Based Education; *Consumer Science; Curriculum Guides; Daily Living Skills; *Family Life Education; Foods Instruction; *Home Economics; Intermediate Grades; Junior High Schools; Middle Schools; Nutrition; Skill Development; Textiles Instruction

This curriculum, part of a coordinated exploratory vocational core program, is an activity-oriented instructional course that enables students in grades 6-7 to explore careers and skills related to consumer and occupational roles. The curriculum consists of five units: (1) independent living skills; (2) families; (3) child care; (4) textiles technology; and (5) foods and nutrition. Each unit includes teacher information (list of activities, required supplied, procedures and instruction, test questions) and teacher resources (student activity guides with teacher keys, teacher and student aids for activities, games, visuals, definitions, career posters, student instructions, background information, and career information). The curriculum also contains the following: a scope and sequence, a list of the basic core activities, a numbering system linking standards, objectives and competencies, and an "independent ideas" handbook for students to compile as they go through the course. (KC)

ED 419 952   CE 076 605

Tannery, Frederick J.

the merits of using qualitative and quantitative research methods in evaluating CVT investments. Part 2 (chapters 3-8) describes and analyzes continuing training schemes in six European Member States: "The Evaluation of CVT in Enterprises in Styria in Austria" (Stefan Lorenzoni, Dieter Mandl) investigates whether certain goals of CVT were achieved; "The Importance of CVT to Enterprises: A Discussion of the Agricultural Foodstuffs Sector in Denmark" (John Houman Sorenson) seeks to understand why CVT is not being used; "Accounting for Enterprise Investment in CVT in France" (J-M Luttringer, N. Pasco) discusses difficulties associated with evaluating CVT investments; "Innovative Models for Financing CVT in Germany" (Uwe Grunewald, Dick Moraal) studies four innovative models of CVT provision; "Measuring the Impact of CVT in Irish Companies" (Alan Barrett, Philip O'Connell) explores whether training and productivity growth are positively related across a sample of firms. "CVT Activity within the Packaging Sector in Italy" (Francesco Garibaldo) provides insights into how CVT can be used to cope with challenges faced by a sector. Part 3 contains two chapters: "Methodological Discussion, Conclusions, and Further Work" (Alan Barrett), which reviews each report individually before drawing general conclusions regarding methodology and "Policy Discussion, Conclusions, and Further Work" (Jean-Marie Luttringer), which examines seven problems in the assessment of training investment. Appendixes provide background to CVT in the six countries. (YLB)

ED 419 971   CE 076 675

Sellin, Burkart
Co-operation in Research on Trends in the Development of Occupations and Qualifications in the European Union. Report on the Current State, Results and Development of the CEDEFOP Ciretoq Network. Interim Report, CEDEFOP Panorama.
PUB DATE- 98
NOTE- 31p.; Title and text provided in three languages: English, German, French.
LANGUAGE- English; German; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Educational Certificates; *Employment Patterns; Employment Practices; Employment Projections; Females; Foreign Countries; French; German; *Job Skills; Networks; *Occupational Information; Postsecondary Education; Secondary Education; *Student Certification; *Trend Analysis; Unemployment; Vocational Education; Youth Employment
IDENTIFIERS- European Centre for the Development of Voc Train

The European Centre for the Development of Vocational Training has developed a thematic network on the Circle for Research Cooperation on Trends in Occupations and Qualifications (Ciretoq) to follow up its preliminary work on trends in qualifications and certification. On the basis of available surveys and surveys evaluated by Ciretoq, the following trends in European Union Member States can be identified: increased female employment; improved career and employment prospects for youth; substantial differences in recruitment patterns and deployment of those with varying qualifications within the same sector, depending on company size and geographical location; increased private services; more services closely related to production and manufacturing, research and development, design, marketing and distribution, consultancy, and further education; increasing importance of additional qualifications, practice,

IDENTIFIERS- *TAFE (Australia)
The state of research and development (R&D) in technical and further education (TAFE) in Australia was reviewed. Special attention was paid to the following: current R&D expenditure and output; shortcomings in Australia's current research; organization and funding of research in TAFE; and dissemination of R&D. It was concluded that a stronger research base would benefit TAFE by providing a better information base, critical analysis and accountability, improved cost-effectiveness, varied perspectives, better understanding of education and training processes, and a higher profile for vocational education and training (VET). Research on VET was receiving only about half the funding received for research in other categories of education, and the existing research in VET was fragmented, not focused on general issues, and not being fully used. Seventeen principles related to priorities and funding, R&D organization, and R&D utilization were proposed as underlying principles of a new national research strategy designed to increase the likelihood that research in VET will be focused and easily implemented. It was recommended that the highest priority be given to research projects examining the economic benefits of VET, the assumptions underlying competency-based training, the nature of workplace learning, management in TAFE systems, community perceptions of VET, and approaches to the dissemination and use of research in VET. (Sixteen tables/figures are included. The bibliography contains 152 references.) (MN)

ED 419 989 CE 076 704

McIntyre, John; Kimberley, Helen
Planning Pathways for Women from Adult Community Education (ACE) to Vocational Education and Training (VET). Project Report.
SPONS. AGENCY- Australian National Training Authority, Brisbane.; Western Australian Dept. of Training, Perth.
PUB DATE- 98
NOTE- 86p.; For a related document, see CE 076 705. Page 60 is off-center and may not reproduce completely.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Articulation (Education); *Community Education; *Educational Planning; Educational Practices; Educational Research; Foreign Countries; Literature Reviews; Models; National Surveys; Postsecondary Education; State of the Art Reviews; *Transfer Students; *Vocational Education; *Womens Education
IDENTIFIERS- *TAFE (Australia)
The formal and informal pathways taken by Australian women from nonaccredited adult community education (ACE) to accredited programs of vocational education and training (VET) were examined in a national survey. Data were collected from a review of the literature on ACE, and telephone interviews with providers of ACE and VET (from a sample limited to 50-80) in urban and rural regions within Australia's states and territories. Information from the interviews was systematized into a comprehensive database that was in turn used to produce a print handbook to help providers plan pathways in ACE and VET organizations. The research established that in most states, the basic conditions promoting pathway development are lacking or poorly developed. Resourcing emerged as a key issue. It was recommended that VET competition policy be designed to reward rather than discourage arrangements that facilitate learners' movements from one provider to another or from ACE to VET

Woo, Annie; Lau, Christine
The Challenges of Counseling Asian Americans: Some Practical Implications.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Counseling; Ethics; Mental Health Clinics; Substance Abuse
IDENTIFIERS- Multicultural Counseling; Oregon (Portland)

The purpose of this study was to guide the types of services that mental health centers provide to the Asian community in the United States. Specifically the goals of the needs assessment were to: (1) identify the counseling needs of Asian Americans; (2) describe the degree and patterns of the use of mental health and counseling services in the Asian community; (3) identify emerging issues in the area of minority counseling; and (4) identify ways to improve the quality of service delivery to Asian Americans. Data concerning the evaluation of the Asian Social Service Center in Portland, Oregon were collected from program documents and records as well as from interviews with employees. The outcome evaluation was focused on the extent to which the substance abuse education curriculum has developed and implemented the strategies for improving effectiveness. The following risk factors were found: language barriers; lack of skills for accessing information about community resources; traumatic experiences in patients' pasts; difficulties in obtaining employment; cultural shock; and lack of social support. Findings show that the ASSC had contributed greatly to improved quality of life among clients. Results are displayed on several graphs and charts. (MKA)

ED 420 010 CG 028 499

Woo, Kimberley A.
"Double Happiness," Double Jeopardy: Exploring Ways in Which Ethnicity, Gender and High School Influence the Social Construction of Identity in Chinese American Girls.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Chinese Americans; Educational Experience; Ethnicity; *Females; *High School Students; High Schools; Interviews; Qualitative Research; *Self Concept; Sex Differences

W.E.B. Du Bois describes the dichotomy of double-consciousness--living as both "an American and a Negro." Goli Rezai-Rashti extends Du Bois's notion of double-consciousness to include gender. Through the lens of double/multiple-consciousness, this paper presents ways in which ethnicity, gender, and education influence the social construction of identity for three Chinese American girls. The girls were interviewed and observed in their school environment. Specific themes that emerged from the data were: "my behavior depends on whether or not I am in

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Journal Writing; Letters (Correspondence); Persuasive Discourse; Poetry; Problem Solving; *Reading Writing Relationship; Teacher Role; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Writing Contexts

There are many kinds of writing activities for pupils. Pupils need to develop proficiency for a variety of types of writing, such as creative writing and poetry, writing in journals, writing about personal experiences, writing an outline, writing an opinion, writing on how something should be done, writing and problem solving, writing to inform, writing to describe, narrative writing, writing to assert, writing an evaluation essay, writing business and friendly letters, writing to persuade, and finding time to write. With writing experiences, pupils engage in reading also. Writing and reading cannot be separated. The reading and writing curriculum correlate well with each other. In addition, there are a number of ways to motivate writers to increase proficiency in print discourse. A quality program of evaluation needs to be in evidence to appraise pupil progress in the language arts and reading. (RS)

ED 420 031 CS 013 192

Get Involved: A Guide to California's New K-3 Reading Program.
EdSource School Involvement Project.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Phonics; *Primary Education; Program Descriptions; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Programs; Second Language Learning; State Programs; Student Evaluation
IDENTIFIERS- *California; Phonemic Awareness

Responding to a call to action by California's state leaders to make reading instruction in the early grades a top priority in the public schools, this booklet discusses California's new K-3 reading program. It begins with a discussion of what prompted this new focus on reading, and then discusses the four major elements of a balanced reading program: (1) a strong literature, language, and comprehension program; (2) an organized, explicit skills program that includes phonemic awareness, phonics, and spelling; (3) ongoing diagnosis to inform teachers and parents about individual student progress; and (4) a powerful early intervention program to help children catch up when they are having problems. The booklet also discuses instruction of English language learners; challenges beyond the K-3 classroom; whether educators will be able to implement these changes; older students; how long it will take to see results; measuring program effectiveness; and the role of parents and the community. A nine-item list of publications and websites is attached. (RS)

ED 420 032 CS 013 193

MacLean, Fe A.
Knowledge through Communication: Guided Inquiry about Light in a

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developmental Stages; *Early Childhood Education; Kindergarten; *Literacy; Literature Reviews; *Reading Instruction; Reading Research; Teaching Methods; *Writing Instruction; Writing Research

Providing guidance to teachers of young children in schools and early childhood programs, this paper presents a position statement that summarizes the current issues in learning to read and write and reviews what is known from research on young children's literacy development. This review of research (divided into sections birth through preschool, kindergarten, and the primary grades) as well as the collective wisdom and experience of members of the International Reading Association and the National Association for the Education of Young Children provides the basis for the position statement about what constitutes developmentally appropriate practice in early literacy over the period of birth through age eight. The paper concludes with recommendations for teaching practices and policies. (Contains 113 references and a continuum of children's development in early reading and writing.) (RS)

ED 420 053 CS 013 225

Veatch, Angela, Ed.
Focus on Literacy, A to Z: A Reading Consultant's Handbook.
PUB DATE- 98
NOTE- 66p.; Exit Project, Curriculum and Supervision of Reading, Northeast Louisiana University. For the 1997 handbook, see ED 409 547.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Class Activities; Classroom Techniques; *Content Area Reading; Elementary Education; *Literacy; *Reading Comprehension; *Reading Readiness; Reading Teachers; Teaching Guides; *Vocabulary Development; *Word Recognition
IDENTIFIERS- Historical Background

This handbook presents brief descriptions of various aspects of reading instruction and related lesson plans and class activities. Sections of the handbook discuss reading readiness, word recognition, word analysis; word meaning, comprehension, and content area reading. The handbook also offers brief biographies of Jeanne Chall, Theodore William Clymer, Dolores Durkin, William Holmes McGuffey, John Pikulski, Jeannette Veatch, and Noah Webster. Appendixes offer the Reluctant Readers Index, a Reading Hot List (a 15-item list of World Wide Websites on reading), a 16-item list of books and journals, a 13-item list of tests for reading consultants, and a chart listing readability levels for all Newbery Medal books. (RS)

ED 420 054 CS 013 232

Carr, Teri; Davis, Debra; Durr, Rita; Hagen, Teri
Improving Reading Readiness and Language Arts Skills through the Use of Phonemic Awareness.
PUB DATE- 98
NOTE- 120p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

articles or books. It examines the following eight topics: (1) what it means to be an author; (2) how to prepare to write: learning the craft of writing; (3) characteristics of high quality writing: writing well enough; (4) making time to write; (5) focusing on the topic; (6) where to find suitable outlets: type of publication, types of manuscripts; (7) fine-tuning a manuscript; and (8) what editors do: request peer review, communicate with authors, and oversee production. It also offers advice about ways to earn the acceptance of publishers. Contains an 18-item glossary and 86 references. (RS)

ED 420 075 CS 216 372

Pflaum, Jeffrey
"Contemplation" Strikes Emotional Chord with Kids.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Emotional Response; Expressive Language; *Instructional Effectiveness; Intermediate Grades; *Personal Narratives; Preadolescents; Teacher Role; Urban Education; *Writing Instruction; Writing Processes
IDENTIFIERS- *Contemplation; Expressive Writing; *Personal Writing; Reflective Writing

This paper describes the process of "contemplation writing" for one urban sixth-grade class. The paper describes the daily give-and-take between teacher and students, relates the way in which the teacher instructed his students about how to concentrate and observe before the writing process actually began, discusses the writings that they produced, and elaborates on the success of the writing project. "Contemplation Writing" helps to decrease classroom tension and motivate students to read. It also helps the teacher become more spontaneous, a better listener, and a better discussion leader. (NKA)

ED 420 076 CS 216 373

Borrowman, Shane
Ethics, Dialogue, and Denial: Responding to Anti-Semitic Discourse on the Web.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anti Semitism; *Critical Thinking; Ethics; *Freshman Composition; Higher Education; Student Development; *Verbal Abuse; *World Wide Web
IDENTIFIERS- Controversial Topics; Discourse Communities; *Ethos; Hate Speech; *Holocaust Denial; Message Transmission; Offensive Speech

Holocaust denial, like hate speech in general, is reaching far larger audiences on the World Wide Web that it was ever able to do in the past. The Internet is the most free press imaginable, and Holocaust deniers can publish their works as widely as they like and construct their message in any way they choose--they have great latitude when constructing their ethos, both and the available evidence regarding their efficacy. (Contains 70 references.) (RJM)

ED 420 094 EA 029 064

Gross, Steven J.
Staying Centered: Curriculum Leadership in a Turbulent Era.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Curriculum Development; Educational Change; *Educational Innovation; Elementary Secondary Education; Leadership; Models; *School Administration; School Effectiveness; School Organization; *School Supervision
IDENTIFIERS- *Curriculum Leaders

The book covers 10 exemplary curriculum development sites, ranging from those that follow detailed state guidelines to those with few external mandates. All the examples are public schools, have been involved in the process of curriculum leadership for several years, and are geographically diverse. The book is organized around four questions: (1) "How did these institutions start the process of curriculum leadership?"; (2) "What successful curriculum plans have these schools and districts used?"; (3) "How do these sites sustain development over time?"; and (4) "How have these schools and districts survived turbulence and become stronger?" The book opens with an overview of how to get started in curriculum leadership and how the featured schools and school districts were able to implement their plans. The common characteristics that lead to success, as well as some key traits of effective administrators, teachers, and community groups, are profiled. Specific strategies for how these educators dealt with the disruption that accompanies significant change are likewise offered. (Contains 30 references.) (RJM)

ED 420 095 EA 029 066

Halliday, Ian G.
Turning the Tables on Teacher Management. Quality in Basic Education: Better Educational Management.
PUB DATE- 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Organization; Change Strategies; *Educational Administration; Educational Change; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Management Systems; *School District Autonomy; School Restructuring

To aid the effort to shift management decisions to the classroom level, suggestions for realigning management structures where the classroom is the first consideration are offered. The text is intended for senior administrators, "educationalists" teachers, and headteachers (principals). It has two main

Czaja, Marion; Prouty, Joan
Developing Leadership for the 21st Century: A Study of a Professional Development Center and Its Partnership with One School District.
PUB DATE- 98
NOTE- 15p.; Paper prepared for the Annual National Conference on Creating the Quality School (7th, Arlington, VA, March 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Instructional Leadership; *Leadership Responsibility; Mentors; *Professional Development; Professional Personnel; Teacher Role; *Teachers

Teachers who are mentors often serve in a leadership capacity. In such a role, they demonstrate leadership skills as they influence the learning community. For this study, 116 elementary school teachers who had mentored preservice teachers completed a leadership school survey to determine if any significant difference could be seen among the means on the seven dimensions necessary to support teacher leadership: developmental focus, recognition, collegiality, autonomy, participation, open communication, and positive environment. Results of the analysis indicated no significant differences. The findings indicate that of the 6 factors with a possible total score of 35, teacher mentors ranked recognition the highest teacher-leadership factor and autonomy the lowest. Teachers in each of the seven varying mentoring experiences showed a range in scores that was more than half of the total score possible. The views of teacher-leadership factors varied enough to indicate that barriers to teacher leadership need to be identified and removed if mentoring is to serve as an effective strategy in developing and improving teacher leadership. (RJM)

ED 420 116 EA 029 092

Spady, William G.
Paradigm Lost: Reclaiming America's Educational Future.
PUB DATE- 98
NOTE- 168p.; Foreword by Paul D. Houston.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Attitudes; Educational Change; Educational Innovation; *Educational Strategies; Elementary Secondary Education; *Empowerment; Models
IDENTIFIERS- Paradigmatic Responses

The ways in which a paradigm of empowerment can be adopted in schools are explored in this book. The book is divided into two sections--the importance of being a paradigm pioneer and the Future Empowerment Paradigm--and focuses on four points: (1) The systemic inertia that keeps schools tied to a familiar, comfortable, unproductive, and self-reinforcing legacy of old practices and structures; (2) the history and defining elements of the Future Empowerment Paradigm of educational reform that was driven underground in the early 1990s; (3) the major losses educators have suffered as individuals, as a profession, and as an institution because of the lost paradigm; and (4) what local educational leaders can do to establish the learning success and life performance elements of the Future Empowerment

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Disabilities; *Educational Change; *Educational Trends; Elementary Secondary Education; *Inclusive Schools; Instructional Effectiveness; School Effectiveness; Trend Analysis

This paper addresses trends and issues in the progressive inclusion of students with disabilities in regular schools and classes. It examines the current changing school scene in terms of changes directly affecting students with disabilities and those who work with them (such as deinstitutionalization of students with severe and profound disabilities), demographic changes that cause increasing numbers of students to have special needs, and changes in the economics of the school situation. The authors urge a progressive inclusion policy that requires "deliberate speed" in efforts to make regular schools strong valid resources for all children, including those with special needs. Design characteristics of an effective inclusive school are suggested based on a meta-review of the research literature, which quantified the relative influences on learning of 28 factors ranging from classroom management, through classroom climate and curriculum design, to district demographics. Additional suggestions for moving toward greater inclusion are also offered, such as merging Title I, learning disability, and related programs for students showing learning-rate problems in basic academic areas, integrating professional groups, and setting a common sunset date for legislation affecting all categorical programs in education. (Contains 20 references.) (DB)

ED 420 135 EC 306 474

Hutchins, Pat
Rosie's Walk: Sign-Language CD-ROM CD-ROM .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 0p.; Pat Hutchins is the author of the 1963 book "Rosie's Walk" (published by Aladdin Books, Macmillan Publishing Company), and is not the creator of this expanded CD-ROM version.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *American Sign Language; Audiovisual Aids; *Books; Childrens Literature; *Computer Assisted Instruction; *Deafness; Early Childhood Education; *Educational Media; Instructional Materials; Language Arts; Social Integration; Teaching Guides
IDENTIFIERS- *Signed English

This CD-ROM and associated instructional materials present the well-known, 30-year-old, children's book, "Rosie's Walk," in American Sign Language and Signed English as well as by text, graphics, animation, and voice, thus making the disk suitable for children with hearing impairments as well as hearing children. Among the additions on the CD-ROM are over 120 QuickTime sign language movies and an extensive selection of games to reinforce the concepts and vocabulary taught by the book. In addition to the CD-ROM, the publisher's package contains a user's guide, two picture flip-books, a set of reproducible activity pages, a teacher's guide, a flip-book answer book, and a word flip-book. (DB)

Secondary Education; Facility Planning; Information Services; *Integrated Learning Systems; Internet; Media Selection; World Wide Web
IDENTIFIERS- Computer Resources; *Technology Utilization

This booklet is designed to provide educational administrators and planners with an easy guide to understanding the constantly evolving elements of school technology. The booklet presents a comprehensive overview of modern information systems in schools and how they can enhance the students' learning environment. Seven sections address a variety of topics, including: a basic discussion of computer networks and technology in schools; a description of computer networking with suggestions for infrastructure selection and wiring; computer hardware; concerns regarding the selection, purchase; upgrading and maintenance of computers Internet accessibility, as well as security issues and educational opportunities available on the World Wide Web; integrated communications systems within a school; and design issues, such as electrical wiring and the classroom layout. A short glossary of technological terms is included. (Contains five line drawings and five references.) (CMD)

ED 420 156 EF 005 039

The School Design Primer: A How-To Manual for the 21st Century.
PUB DATE- 96
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *Construction (Process); Contracts; *Educational Facilities Design; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; Facility Guidelines; School Funds; School Location; School Safety; School Security; School Size; School Space
IDENTIFIERS- How To Books; Indoor Air Quality

Quite often, the people responsible for spending school facility dollars have little information with which to make wise investment choices. The process is typically driven by vendors, consultants, and public opinion. The result is that the schools become a poorly performing component of the education process. This document was developed to provide those individuals involved in school construction with an easy-to-understand resource. Ten chapters address facility and educational planning, budgeting and funding, organizing the planning team and process, site selection, space planning, contracts and negotiating, the design and building process, special features of an educational facility, security and vandalism prevention, and indoor air quality. Includes a school evaluation and a site selection criteria checklist, theoretical space profiles for three educational facility levels, a table detailing adequate space allocation, and a standard school project schedule. The appendix provides the following samples: "Request for Proposal" questionnaire, policy statement, letter of intent for subcontractor, commitment form, school construction project directory, construction data sheet, and project cost data sheet. (CMD)

ED 420 157 EF 005 060

IDENTIFIERS- New York City Board of Education
The report describes an ethnographic study of a New York City (New York) middle school that focused on the school as a setting for cultural interchange. The relatively small school has an ethnically and culturally diverse student body that strives to build a strong feeling of community. The study looked at ways in which the school attends to students' personal and social needs, emphasis on experiential learning, what these approaches mean to students and their families, and some concerns among students, parents, and teachers about whether the school promotes academic growth sufficiently because of its focus on personal growth and learning by experience. It is concluded that if the school makes itself a home for students and families from diverse backgrounds, those groups will feel more connected at school, resulting in better learning. However, these approaches facilitating cultural interchange in social/emotional arenas may be seen as interfering with cultural interchange in the academic arena. Contains 7 references. (MSE)

ED 420 176 FL 025 274

Trends and Issues in Language Education: A Discussion Paper. Draft.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Computer Assisted Instruction; Economic Development; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; *Language Enrollment; Language Patterns; Language Research; *Language Role; Language Usage; Multicultural Education; *Second Language Instruction; *Second Language Programs; Statewide Planning; Trend Analysis
IDENTIFIERS- Alberta; Canada; Europe
Current trends and issues in second language education are summarized to provide background data for discussion in these areas: language use patterns in Canada and in the world; language education in Canada, with a focus on Alberta's situation (federal and provincial roles in multicultural education and second language study throughout Canada, and language enrollments and program designs in Alberta); international perspectives on language education, in particular in Europe, the United States, and Australia; languages and economic development in Alberta; post-secondary level language programming and enrollment in Alberta; availability of and research on technology-assisted language learning; and research on language acquisition, particularly learning processes, subject matter instruction in a second language, age of acquisition, and time required to develop proficiency. Contains 100 references. (MSE)

ED 420 177 FL 025 277

Language Coordinators Resource Kit.
PUB DATE- 98
NOTE- 1252p.; For the ten separately published sections of this kit, individually analyzed, see FL 025 278-287.
LANGUAGE- English
EDRS Price- MF10/PC51 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Foster, Rosemary
Graduates of a French Immersion Program.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Followup Studies; Foreign Countries; *French; High School Students; High Schools; *Immersion Programs; *Language Attitudes; *Language of Instruction; Language Research; *Language Role; Language Usage; Parent Attitudes; Parent Influence; Second Language Instruction; Second Language Learning; Student Attitudes; Student Experience
IDENTIFIERS- Canada

This study investigated results of a study that focused on the choice made by three anglophone Canadian graduates of a French immersion program in elementary and junior high school to take high school core courses in French. Specifically, the study examined the students' decisions regarding postsecondary education, career choices, language-related experiences since graduating from high school, recommendations for participants and educators in French immersion programs, and attitudes about their own children's participation in French immersion. The major result was that 4 years after completing high school, the respondents continued to regard their French immersion schooling experiences as successful and seminal in their development. None chose a career or postsecondary program requiring second language knowledge, none used French regularly, and all expressed a feeling of loss and a desire to seek out situations in which they could use French authentically. Other emerging themes included: pride in the immersion experience; a perception that they processed information and conceptualized ideas in ways that were different from their non-immersion counterparts; some embarrassment at not having used French since high school graduation except for travel within Canada or France; recommendation of immersion to others; and regret for not using French more outside school during immersion. Contains 12 references. (MSE)

ED 420 197 FL 025 299

Dong, Yu Ren
The Impact of Native Language Literacy on ESL College Freshmen's Writing of Argumentative Essays.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *College Freshmen; College Students; *Educational Background; *English (Second Language); Essays; Higher Education; Immigrants; *Language Skills; Limited English Speaking; *Literacy; Persuasive Discourse; Second Language Learning; Writing Research; *Writing Skills
IDENTIFIERS- City University of New York Queens College

A study at Queens College (City University of New York, New York) investigated the literacy backgrounds of nine non-native-level of scholarship reduced stress, while higher perceived faculty quality increased stress. Finally, increases in role conflict and role ambiguity directly added to job stress. Minority status, marital status, having children living at home, and the size of the institution had little affect on either job satisfaction or work-related stress. (Contains 56 references.) (MDM)

ED 420 218 HE 031 258

Kim, J.-B.; Cohen, A. S.; Booske, J. H.; Derry, S. J.
Application of Cooperative Learning in an Introductory Engineering Course.
PUB DATE- 98
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; *College Instruction; College Students; *Cooperative Learning; *Educational Attitudes; *Engineering Education; Grading; Higher Education; Homework; *Problem Solving; Questionnaires; Student Attitudes

This study compared cooperative learning with individual learning in an introductory college electrical engineering course, using attitudinal and cognitive measures. Cooperative learning activities were implemented in homework assignments in one section of the course, while individual homework assignments were used in two other sections. A total of 79 students participated in the study, 19 of whom volunteered to enroll in the cooperative learning section. A 30-item questionnaire was administered at the beginning and again at the end of the course to assess the students' attitudes toward cooperative learning. Classroom observations, homework group observations, and individual interviews were used to assess cognitive factors. The results indicated that students in the cooperative learning section were initially more positively disposed toward cooperative learning than were students in the other two sections, but were more concerned about fairness in grading and workload as well. It was also found that students in the cooperative learning section significantly strengthened their belief that explaining problem-solving processes to others was an effective method for understanding or learning new material. An appendix provides a copy of the questionnaire. (Contains 44 references.) (MDM)

ED 420 219 HE 031 259

Cembrowski, Barbara Joan; da Costa, Jose L.
Succession Planning for Management Staff at a Western Canadian Postsecondary Technical Institute.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrators; *Career Development; Career Ladders; Career Planning; Field Studies;

PUB DATE- 98
NOTE- 373p.; For a related document, see HE 031 290.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Black Students; College Freshmen; *College Students; *Diversity (Student); Enrollment Trends; Ethnic Groups; Foreign Students; Higher Education; Hispanic Americans; Majors (Students); Minority Groups; Place of Residence; Racial Factors; *School Demography; Statistical Data; Tables (Data); Trend Analysis; White Students
IDENTIFIERS- *University of Wisconsin System

This document presents tables of statistics on the ethnic and racial status of students at the 13 degree-granting institutions which comprise the University of Wisconsin system. The data is broken down by the following groups: black, Hispanic/Latino, American Indian, Asian, international, and white/other. The 20 comprehensive tables are grouped into the following broad areas: enrollment (e.g., enrollment by level and institution); resident status (enrollment by residence); full-time status (e.g., enrollment by residence and full time status by institution); entrance status (enrollment by level and current status); transfer status (undergraduate transfer students according to source); student age (enrollment by level and age and by institution); new freshmen (e.g., new freshmen high school graduation by residence); geographic origin (e.g., new freshmen enrollment by Wisconsin county); enrollment by declared major (e.g., undergraduate and graduate enrollment by major); and 10-year profile (e.g., academic year degrees conferred by level with 10-year profile).(DB)

ED 420 240 HE 031 290

Student Statistics, Fall 1997-98. The University of Wisconsin System.
PUB DATE- 98
NOTE- 214p.; For a related document, see HE 031 289.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; *College Students; Degrees (Academic); Diversity (Student); Enrollment Trends; Ethnic Groups; Full Time Students; Higher Education; Place of Residence; *School Demography; Statistical Data; Tables (Data); Transfer Students
IDENTIFIERS- *University of Wisconsin System

This document presents tables of statistics on the students at the 13 degree-granting institutions which comprise the University of Wisconsin system. The 45 comprehensive tables are grouped into the following broad areas: headcount enrollments (e.g., total headcount enrollment with 10-year profile); full-time equivalent (FTE) enrollments (e.g., undergraduate FTE enrollment with 10-year profile); resident/nonresident status (nonresident new freshmen with a 5-year history); class and entrance status (e.g., undergraduate headcount enrollment according to class); sex (e.g., total headcount enrollment according to sex); multicultural status and sex (e.g., total multicultural headcount enrollment according to sex); full-time status (e.g., undergraduate headcount enrollment according to class and full-time status); geographic origin (e.g., new freshmen according to geographic origin); Wisconsin inter-institutional transfers (undergraduate transfer students according to source); credits carried (e.g., Level 1 students according to credits carried); degrees conferred (e.g., This report reviews progress made on the implementation and attainment of four sets of performance measures and indicators for the Oregon University System (OUS). Specific data are provided in regard to quality (successful completion, graduate abilities, and customer satisfaction), access (new customers, student quality and diversity), employability (graduate success and state needs), and cost effectiveness (external resources and entrepreneurship, state investment, and institutional management). It is recommended that the Oregon State Board of Higher Education adopt for the OUS the target-setting methods used by the Oregon Progress Board in establishing Oregon benchmarks, and that OUS institutions return in June 1998 with performance data and improvement targets. (MDM)

ED 420 260 HE 031 314

Status of Women in Provincially-Assisted Ontario Universities and Related Institutions: 1986-87 to 1995-96.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Applicants; *College Faculty; *College Students; Degrees (Academic); *Employment Patterns; Enrollment; *Enrollment Trends; *Females; Foreign Countries; Higher Education; Nonprofessional Personnel; Professional Personnel; Sex Differences; *State Universities; Tables (Data); Teacher Student Relationship
IDENTIFIERS- *Ontario

This report provides a set of time-series data on the participation of women in the Ontario (Canada) university system from 1986-87 to 1995-96. It includes data on: (1) student applications, noting that the number of applicants has increased from 49.8 percent in 1986 to 53.3 percent in 1995; (2) student enrollment and participation, noting that the proportion of women participating full-time in 1996 (53.7 percent) increased substantially over comparable figures for 1987 (49.3 percent) and 1972 (36.4 percent); (3) degrees awarded, noting that virtually all of Ontario universities awarded more than half of their bachelor and first-professional degrees to women; (4) full-time faculty, noting that the number of female faculty increased by 36.3 percent in the past decade; (5) faculty-student comparisons, noting that in every field and at every level, the percentage of women faculty is substantially less than the percentage of students who are female; (6) full-time nonacademic staff, noting that the number of women in upper- and middle-level management, professional, and semiprofessional positions has increased. Two appendixes provide notes to the data tables and a list of related reports. (MDM)

ED 420 261 HE 031 317

Guerrero, Janis K.
Latino Faculty at Research Institutions in the Southwestern United States.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Ethnic Groups; *Faculty Publishing; *Faculty Workload; Higher

county and individual high school, the number of high school graduates attending each Oregon college, as well as the number of high school graduates at each high school and the percentage of each high school's graduates attending each college. An index to Oregon high schools is also provided. (DB)

ED 420 279 HE 031 336

The Challenge is Change: Ohio's Master Plan for Higher Education.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Access to Education; Cooperative Programs; Cost Effectiveness; Diversity (Institutional); Educational Demand; Graduation; *Higher Education; Institutional Mission; Institutional Role; *Long Range Planning; *Master Plans; Partnerships in Education; Private Colleges; Public Colleges; Public Policy; State Aid; State Universities; *Statewide Planning
IDENTIFIERS- *Ohio

These two documents present an executive summary and the full text of Ohio's master plan for higher education. Principles underlying the plan include use of collaboration to improve access and quality in cost effective ways; academic excellence consistent with specific campus missions; and consideration of local, regional, state, national, and international contexts in making decisions. Strategies for individual campuses reflect the following overall objectives: improvement of student access and graduation rates, improvement of the effectiveness of learning experiences, research focused on achieving optimal benefits in both basic and applied research; focus on enhancing Ohio's economic development and quality of life; and development of collaborative partnerships to improve productivity. Statewide objectives include: improving the predictability and stability of state funding of higher education; strengthening the differentiation of campus missions; implementing a funding model that reflects the state's goals; enhancing statewide coordination by providing better management information identifying state-wide responsibilities, and facilitating the work of campuses through technology. Broad goals for the year 2006 include: more varied access options, better-prepared students, emphasis on liberal learning, improving quality through shared resources, and an integrated network of high-performance campuses. (DB)

ED 420 280 HE 031 337

Bargaining Peer Evaluation & Mentoring Programs in Higher Education. NEA Higher Education Contract Analysis System (HECAS).
PUB DATE- 98
NOTE- 188p.; Contents selected from the National Education Association's (NEA) Higher Education Contract Analysis System (HECAS) CD-ROM which contains over 500 higher education contracts with search and retrieval software.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Contracts; *Faculty Evaluation; Faculty Promotion; Higher Education; Legal Problems; *Mentors; *Peer Evaluation; Teacher

geared to supplement classroom instruction. These suggestions include: (1) keep it simple, initially; (2) organize; (3) use tables; (4) apply color; (5) provide images; (6) consult others; (7) get class feedback; (8)consider a discussion forum; and (9) link to other sites that relate to the class material. (AEF)

ED 420 299 IR 018 918

CNN Newsroom Classroom Guides. June 1998.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; Feature Stories; Headlines; Learning Activities; News Media; *Programming (Broadcast); Reports; *Social Studies; *World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; *News Stories; News Topics

CNN Newsroom is a daily 15-minute commercial-free news program specifically produced for classroom use and provided free to participating schools. These daily classroom guides present top stories, headlines, environmental news, and other current events, along with suggested class discussion topics and activities to accompany the broadcasts for one month. Top stories for the month of June include: an earthquake in Afghanistan; the legal tug-of-war between Bill Clinton and Ken Starr; lift-off of the shuttle Discovery; relief efforts for earthquake victims in Afghanistan; United States Supreme Court rejection of Ken Starr's request for a hearing; the first global "Drug Summit"; death of Nigerian president Sani Abacha; violence on the border of Ethiopia and Eritrea; curbing supply as the focus of the Drug Summit; ethnic cleansing in Kosovo; Iraq and UNSCOM agreement on a plan to address disarmament; President Clinton's agenda for his trip to China; Albanians in Kosovo abandon non-violence in favor of armed insurrection; World Cup ticket scams; Israel's plan to expand Jerusalem may put the brakes on the peace process; the Clinton administration's efforts to eliminate tobacco use among teens; President Clinton's preparation to embark on a controversial trip to China; a proposed telecommunications mega-merger; Supreme Court strikes down the line item veto; impact of the Tiananmen Square massacre on U.S./China relations; and President Clinton visits Shanghai. (AEF)

ED 420 300 IR 018 920

Dirks, Matthew
E-mail Merge: An Easy Way To Update Students on Their Grades.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Uses in Education; Educational Media; *Electronic Mail; Information Storage; *Instructional Materials; Research Design; Spreadsheets; Teacher Student Relationship

Retrieval; *Information Services; *Information Sources; *International Trade; Internet; *Online Searching; *World Wide Web
IDENTIFIERS- *Web Sites

Although the Internet contains a vast amount of information on the topic of international business, finding and searching through the wealth of sites using Web search engines can be a time-consuming and frustrating task. This book brings together in a user-friendly directory over 2,500 international business-related Web sites from 176 countries. The book begins with an introduction on general international Web sites, discusses the global economy, current trends and patterns of international trade, the development of the Internet and its impact on international business. The book is then organized by continent, then by specific country. Sites are broken down into five categories within each country: general information; economy; business and trade; business travel; and contact information. Sites include business and practical information, and all are in English, though many are bilingual. Each entry contains the name of the Web page, the URL, and an annotation describing the site and its contents. (AEF)

ED 420 322 IR 057 121

Kollen, Christine; Linberger, Peter; Wassertzug, Deborah; Winkler, Joseph
Incorporating Map Librarianship into the Library Science Curriculum: A Rationale and Guide.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Information Science; Library Collections; *Library Education; *Library Materials; Library Science; *Maps; Nonprint Media
IDENTIFIERS- Digital Technology; Technology Role

Maps possess many unique attributes which standard library materials do not, and as a result they are not covered in standard library science courses such as reference, cataloging, collection development, and preservation. Some library schools have responded to this by offering a specialized course in map librarianship. However, few schools offer these courses, and most are geared toward students interested in full-time map librarian positions. Many librarians, especially public librarians, find themselves responsible for their institution's map collection in addition to their primary responsibilities. Few have any educational background in map librarianship. This paper reviews the current state of map librarian education, demonstrates how maps are used in various types of libraries, discusses the impact of digital technology on map libraries, and recommends that education for map librarianship be incorporated into the core library and information studies courses. In the appendix are outlines which can serve as guides for units on maps within standard library sciences courses. (Author)

ED 420 323 IR 057 122

Hazen, Dan; Horrell, Jeffrey; Merrill-Oldham, Jan
Selecting Research Collections for Digitization.

includes guidelines for promotion and advancement, as well as an application for level promotion form. Section 4, PCC evaluation procedures, includes discussion on performance-based day procedure, faculty job description, instructional competencies, professional responsibilities, evaluation guidelines, redress, and records. Appendices include the professional growth plan, instructional competencies checklist, protocol for distribution of student evaluation of faculty forms, student evaluation instruments, faculty self-evaluation, supervisor's evaluation of faculty, merit pay assessment form, and redress. (YKH)

ED 420 343 JC 980 290

Clagett, Craig A.
Information Technology Staffing in Maryland Community Colleges.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *Community Colleges; Comparative Analysis; Educational Technology; *Employment Patterns; Employment Statistics; Information Services; Information Systems; *Information Technology; Online Systems; Paraprofessional Personnel; Professional Development; Professional Personnel; Reference Services; *Salary Wage Differentials; Staff Development; *Technical Assistance; Two Year Colleges

The Maryland Community Colleges Technology Council conducted a survey of all 18 community colleges in Maryland during the spring of 1998 to determine the number and salaries of full-time staff supporting campus information technologies. Collectively, the colleges had 377 full-time positions authorized, with 305 positions filled. The organization of information technology varied greatly among the colleges. Of the 29 job titles analyzed in the survey, only 6 were present at more than half of the colleges, and 12 were found at 4 or fewer colleges. Including PC hardware technicians, 46% of the employees had jobs supporting campus networks, and 44% had more traditional management information system titles. Salaries varied substantially, even within the same job title category. Using comparative salary data for 16 job titles, it was found that the average salaries paid by Maryland community colleges were lower than every other reference salary. Industry benchmark salaries for the 7 most common job titles were 18%-28% above Maryland community college averages. Further, only about a third of the colleges paid for or provided specialized training for information technology employees, or paid for travel to professional conferences. (YKH)

ED 420 344 JC 980 291

Newberry, Sheila
Teaching as a Performing Art.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Teaching/Learning Conference (Ashland, KY, October 10-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis;

projects, and a step-by-step approach to creating a project topic with children. Section 2 details "Understanding the Project Approach." Chapter 5, "Phases of Project Work," provides a walk-through of the three phases (getting started, fieldwork, culminating event), with an outline of what each phase has to offer and how they differ from one another. Chapter 6, "Children's Work: Processes and Products," gives a detailed description of children at work on projects. Chapter 7, "Evaluation and Assessment," makes a distinction between the kinds of learning that can be assessed in the different parts of the programs, and chapter 8, "The Roles of Teachers, Students, and Parents," looks at how parents can be better informed about their children's learning and more involved in their progress both in school and at home. (EV)

ED 420 363 PS 025 826

Chard, Sylvia C.
The Project Approach: Developing Curriculum with Children. Practical Guide 2.
PUB DATE- 98
NOTE- 64p.; For "Practical Guide 1" of this series, see PS 025 825.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Curriculum Design; *Curriculum Development; Early Childhood Education; Elementary Education; Foreign Countries; *Student Centered Curriculum; *Student Projects; Teaching Guides; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard)

This guide, a complement to "Project Approach: Developing the Basic Framework," was written to clarify particular structural features of good project work. The guide's introduction provides background information on the philosophy and methods of the Project Approach. The core of the book is divided into four parts. The first three parts each cover one of the phases of the Project Approach: getting started, fieldwork, and culminating event. Each of these parts is organized according to the five structural features of the approach (discussions, fieldwork, representation, investigation, display). Also common to all three parts is the incorporation of case study examples. The parts are: (1) "Getting Started (Phase 1)," which discusses preparation for the project and design and planning work; (2) "Developing the Project Work (Phase 2)," which discusses conducting fieldwork and implementation and development work; and (3) "Concluding the Project (Phase 3)," which discusses debriefing the learning and reviewing and sharing. The fourth part of the guide explores "Classroom Organization and Management." (EV)

ED 420 364 PS 026 033

Licensing and Inspection of Child Care Facilities in Missouri.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

birthweight, and infant mortality rate. Six appendices include indicator summary tables, state contacts, and a glossary. (KB)

ED 420 382 PS 026 532

Joyner, Carlotta C.
Head Start: Research Insufficient to Assess Program Impact. Testimony before the Subcommittee on Children and Families, Committee on Labor and Human Resources, U.S. Senate, and the Subcommittee on Early Childhood, Youth and Families, Committee on Education and the Workforce, House of Representatives. Statement of Carlotta C. Joyner, Director, Education and Employment Issues, Health, Education, and Human Services Division.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compensatory Education; Early Intervention; Family (Sociological Unit); Hearings; Outcomes of Education; *Preschool Children; *Preschool Education; *Program Effectiveness; Program Evaluation; Research Needs
IDENTIFIERS- Department of Health and Human Services; *Project Head Start; Randomized Experiments

This statement discusses the impact of Head Start on children and their families and the adequacy of Health and Human Services' (HHS) current research plans to provide additional information on Head Start's impact. The statement describes the background of the Head Start program, summarizes the results of a 1997 review of research on Head Start's impact, outlines HHS's current initiatives to assess program impact, and suggests ways to improve their efforts. The statement indicates that although Head Start has provided comprehensive services to millions of low-income children and their families, little is known about whether the program has achieved its goals. The body of available research is insufficient for use in drawing conclusions about the impact of the national program. HHS has three impact assessment initiatives: (1) development of performance measures focusing on program outcomes; (2) a national longitudinal study of a representative sample of Head Start children and their families (Family and Child Experiences Survey); and (3) a collaborative effort with the National Center for Educational Statistics. The statement maintains that it is unclear whether these efforts will meaningfully compare the outcomes achieved by Head Start children and their families with those achieved by non-Head Start children and families. The use of randomized trials applied to Head Start is discussed. (Author/KB)

ED 420 383 PS 026 536

Summer, Gail L.; Giovannini, Kathleen
Fantastic Physics: Developing an Early Interest in Science. A Preschool Science Curriculum. 3 Year Old Curriculum.
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 52p.; For the 4 year old curriculum, see PS 026 537. The project was also supported by the Kate B. Reynolds Charitable Trust, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Schneiderheinze, Ronald; Wood, Christina
Agribusiness Sales, Marketing, and Management. Instructor Guide and Student Reference.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 697p.
LANGUAGE- English
EDRS Price- MF4 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; Agricultural Education; Behavioral Objectives; Business Administration Education; Career Development; Communication Skills; *Distributive Education; *Economics; *Entrepreneurship; Individual Development; Instructional Materials; Job Search Methods; Learning Activities; Managerial Occupations; *Marketing; Merchandising; *Money Management; Postsecondary Education; Public Relations; Secondary Education; State Curriculum Guides; Stress Management; Teaching Guides; Time Management
IDENTIFIERS- Missouri

This curriculum guide incorporates the needed components to aid agriculture teachers in the implementation of the Vocational Instructional Management System in agribusiness sales, marketing, and management. The guide begins with a list of the competencies/objectives found in the nine units; list of references and materials; teaching calendar; and competency profile. The curriculum contains nine units, each consisting of two to nine lessons. Most lessons include: an introductory page with lesson title, competency/objective, study questions, and references; transparency masters and activity sheet(s); teaching procedures; motivational techniques; other activities; activity sheets; transparency masters; evaluations; answers to evaluations and activity sheets; references and teaching aids; and materials and equipment. Unit topics include the following: agriculture as an industry; economic principles in agribusiness; financial management; personal development; communication skills; preparing for a sale; making a sale; promotional tools; and entrepreneurship. A school-based business/fund-raising activity is appended. The student reference contains informational readings for each lesson and a glossary. (YLB)

ED 419 917 CE 076 524

Broeker, Arlene M.
Module for Business, Management, and Technology Career Path.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Business Administration; Business Administration Education; Career Choice; Communication Skills; Computer Science Education; *Distributive Education; Economics; Entrepreneurship; *Experiential Learning; Information Systems; Instructional Materials; *Job Search Methods; Job Skills;

Education; High Schools; *Humanities; *Integrated Curriculum; Internet; Learning Activities; Nonprofit Organizations; Public Agencies; Resource Materials; Systems Approach; World Wide Web
IDENTIFIERS- *Global Economy

This guide explains why the humanities are important in school-to-work systems and how high schools can develop one of two types of programs integrating humanities coursework and career exploration: the study of humanities as a way to enrich individuals' work lives and the study of humanities as career fields in their own right. The first half of the guide profiles the 3 humanities-based career exploration programs that were awarded the designation "Lighthouse" (model) site in U.S. Department of Education and Labor Regions VIII, IX, and X and the 29 sites that received honorable mention. The three Lighthouse programs are as follows: a series of experiential education programs integrating research, writing, literature, and issues surrounding Montana's heritage and public lands; a way-finding academy tying hands-on activities to careers related to the Hawaiian environment; and an applied English program highlighting various career options. The guide's remaining 3 sections contain the following: state frameworks, suggested activities, and sample projects for teaching global economics; lists of 15 relevant organizations, 23 online resources, 30 curricula and guides, 33 recommended publications, and the state humanities councils in the 12 states in regions VIII-X; and planning questions and a planning matrix for career pathways. (MN)

ED 419 935 CE 076 571

Guidelines for Implementing State Skill Standards Certificate Program in Construction.
PUB DATE- 98
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; Check Lists; *Competence; Competency Based Education; *Construction (Process); *Education Work Relationship; Industrial Arts; Postsecondary Education; Program Implementation; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Student Evaluation; Teaching Methods
IDENTIFIERS- *Wisconsin

This packet contains guidelines, a student competency checklist, and student evaluation sheet for use in a Wisconsin school-to-work state skill standards certificate program in construction. The guidelines provide a planning resource for implementing the program, which was created in partnership with unions, employers, the state Department of Public Instruction, and the Department of Workforce Development. The four sections of the guide are as follows: introduction and program overview, a description of the school-based learning components, a description of the work-based learning components, and sample forms and application materials for use in the program. The student competency checklist is a booklet designed to help students keep track of their progress by checking off each competency as they complete it. Competencies are organized into the following categories: core employability competencies; personal and interpersonal skills; thinking and information processing skills; systems and technology; specific carpentry

Targeted Jobs Tax Credits and Labor Market Experience.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adult Education; Comparative Analysis; *Disadvantaged Youth; *Economically Disadvantaged; Eligibility; *Employment Programs; Federal Legislation; *Job Training; Program Evaluation; Salary Wage Differentials; State Programs; Statewide Planning; *Tax Credits; Vocational Education; *Welfare Recipients; Welfare Services; Young Adults; Youth Programs
IDENTIFIERS- Pennsylvania; *Targeted Jobs Tax Credit; Welfare Reform

A study used a unique data set to evaluate the effect of Targeted Jobs Tax Credit (TJTC) on the labor market outcomes of program participants--more than 29,000 individuals for whom Pennsylvania businesses sought tax credits during 1988-94 (final sample was 17,388). Firm-level data were combined with wage data obtained from administrative quarterly wage records of the Pennsylvania Department of Labor and Industry. Earnings and labor market tenure of two groups of workers eligible for TJTC were examined: workers who applied for and were certified by the government as eligible for the TJTC and workers who applied for but were disqualified from the program because of paperwork or other application problems. TJTC participation led to substantial earnings gains for eligible female workers. Certified workers aged 23-26 earned 18-28 percent more per quarter than comparable uncertified workers. The cumulative income gains to TJTC participants exceeded the $2,400 maximum tax credit granted to employers. Certified workers were more likely to be employed than their uncertified counterparts. Greater on-the-job experience attributable to TJTC subsidized employment explained at least part of the earnings differential. The earnings differential persisted during 1995 and 1996 after expiration of the TJTC program in 1994. (Appendixes contain 9 references and 21 endnotes.) (YLB)

ED 419 953   CE 076 606

Belenky, Mary Field; Bond, Lynne A.; Weinstock, Jacqueline S.
A Tradition that Has No Name: Nurturing the Development of People, Families, and Communities.
PUB DATE- 97
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Citizen Participation; Community Development; *Empowerment; Epistemology; *Females; *Individual Development; Leadership; *Leadership Training; Moral Development; *Mother Attitudes; Program Implementation; Self Concept; Sex Differences; Womens Education

This book focuses on grassroots projects and organizations for people, especially women, who have been stigmatized as "Other." An introduction discusses the concept of "Other"; Listening Partners, a short-term project for bringing isolated mothers living in rural poverty into voice; and the leadership tradition. Chapter 1 considers dualism, such as defining men as Human and women as Other, and its consequences. Chapter 2 reviews research on Otherness, including epistemological, ego, and moral development and gender differences: women's identity, moral, and epistemological development. Chapter 3 describes and experience abroad for employment; increasing importance of basic capabilities and skills; counterproductivity of premature vocational specialization; and inflexible institutional structures of certification. New survey topics include structure of training levels, perspectives for the low-skilled in future service industries, and comparison of links between initial and continuing training in Member States. The creation of new work by the quantitative and qualitative supply of labor with certain qualifications and implications of globalization of the world economy are issues to be addressed in the future. (German, English, and French versions appear in three columns. Lists of products and research projects are appended.) (YLB)

ED 419 972 CE 076 676

The Impact on Vocational Training of Studies. Analysing and Forecasting Trends in Occupations. Case Studies in Germany, the Netherlands and Denmark. CEDEFOP Document.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Curriculum Development; Educational Change; Educational Innovation; Educational Research; *Employment Projections; Foreign Countries; Job Training; *Research and Development; *Theory Practice Relationship; *Trend Analysis; *Vocational Education
IDENTIFIERS- Denmark; Germany; Netherlands

This report describes a study to verify the impact on vocational training policies of research and development work carried out in the field of anticipation of educational and training needs, labor market forecasts, and skills analysis. Section I provides background. Section II presents the framework of the study. Section III includes the full case studies. They follow a common structure: preface, description of study, and analysis of impact. The six case studies are as follows: "Market Scanner for the Installation Sector"; "'Occupational Analysis' in the Field of Inland Navigation"; "'Qualification Analysis' for Revision of Initial Training for Motor-Vehicle Mechanics"; "Action Research for Job Improvement in the Plastics Industry"; "'Technological Development and Changing Demands on Qualification in the Construction Sector' and Its Impact on the Revision of the Ordinance for 17 Construction Occupations"; and "'Foundations and Suggestions for a New Training Ordinance: Data Processing Clerk' and Its Impact on Four New Ordinances in the Information Technology Sector." Section IV includes these conclusions: specific research results are often an important but not the sole information source for curriculum development; the researcher should perhaps be more concerned with the stimulation of curriculum development; and research aimed at revision of existing forms of education may differ from that aimed at development of new forms of educational practices. (42 references) (YLB)

ED 419 973 CE 076 677

"Reflections on a Europe of Knowledge": A Working Document from CEDEFOP Discussed by the Management Board at Its Meeting of 13 March 1998 = "Gedanken zu einem Europa des Wissens": Ein Arbeitsdokument des CEDEFOP vom Verwaltungsrat auf seiner Sitzung am 13. Marz 1998 diskutiert = "Reflexions sur une Europe de la connaissance": Un document de travail du CEDEFOP examine par le Conseil d'administration lors de la reunion du within providers. Pathway planning was found to be facilitated where it is an integral part of community-based practice. A range of pathway-planning models, including entry point, integrated, provider partnership, community development, and culturally appropriate models, were identified. (The bibliography contains 50 references. Appended are the project interview schedule and a glossary of acronyms.) (MN)

ED 419 990 CE 076 705

McIntyre, John; Kimberley, Helen
Planning Pathways: A Resource for Providers Developing Pathways for Women from Adult Community Education (ACE) to Vocational Education and Training (VET).
SPONS. AGENCY- Australian National Training Authority, Brisbane.; Western Australian Dept. of Training, Perth.
PUB DATE- 98
NOTE- 73p.; For a related document, see CE 076 704.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Articulation (Education); *Community Education; *Educational Planning; Educational Practices; Educational Research; Foreign Countries; Models; Open Education; Postsecondary Education; Program Descriptions; Statewide Planning; Strategic Planning; Transfer Students; *Vocational Education; *Womens Education
IDENTIFIERS- *TAFE (Australia)

This handbook, which is intended for adult and community education (ACE) organizations and vocational education and training (VET) providers, outlines more than 40 practical successful pathway models that provide opportunities and options for women's transition from informal, noncredit ACE courses to accredited VET courses. Discussed in the first third of the handbook are the following: the purpose and process of pathway planning; good practice; 10 models for pathway planning (the entry point model, the Certificate of General Education for Adults as a pathway model, the paths to employment model, integrated models, provider partnerships, community development, volunteer worker to VET training, culturally appropriate pathways, statewide strategies, and open learning as a pathway strategy); guiding principles for planning pathways; the pathway idea; and pertinent acronyms. The remaining two-thirds of the handbook consists of descriptions of 46 programs patterned after the 10 models. Each program description contains some or all of the following: descriptions of the program's origins and key features; provider profile; contact information; and detailed description focusing on the program's target audience, innovative courses and/or services offered, program prerequisites (if any), and program outcomes. Concluding the handbook are icons and indexes to themes, organizations, models, and a glossary of icons. (MN)

ED 419 991 CE 076 706

McDonald, Rod; Hawke, Geof
Three Strings to the Bow: Research Priorities for NSW.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

class," "balancing loyalty to family and self is not very easy," and "Asian American Sexuality." These themes were used to examine the participants' sense of "two-ness." Factors which influence the self-perceptions of the three girls presented in this paper are a product of the context in which they work and live, and the ongoing process of redefining their self-identities originates from both public (external) and private (internal) sources. (MKA)

ED 420 011   CG 028 500

Smith, Everett V., Jr.; Brown, Scott W.; Silver, Bethany B.;
  Garry, Maryanne; Loftus, Elizabeth
Hierarchical Structure of Memory Beliefs.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; *Item Analysis; Memory; *Metacognition; Psychometrics; *Recall (Psychology)
IDENTIFIERS- *Rasch Model

Beliefs about memories and about the ability to recall memories may affect the individual's recollection of facts and "events." What people believe about memory is investigated using previously analyzed and reported responses to the Beliefs about Memory Survey (BMS). The survey sample (N=1046) was randomly divided for calibration and replication analyses. Rasch models were derived and tested for fit. Analysis of the two samples and combined sample yielded similar results. While the principal components approach indicate three dimensions, Rasch methods support a unidimensional interpretation for a single memory beliefs variable. Group differences were investigated. The use of Rasch versus principle components modeling is discussed. Psychometric conclusions and applications of the findings in therapy, education and the legal system are discussed. BMS is appended along with tables and maps showing the analyses performed. (EMK)

ED 420 012   CG 028 501

Berg, Kathleen F.
Drug Abuse Resistance (DARE) Program for SY 94-95 and 95-96. Evaluation Report.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Drug Education; *Elementary School Students; *Grade 5; Intermediate Grades; Parent Participation; Questionnaires
IDENTIFIERS- *Drug Abuse Resistance Education Program

Results of the analyses of over 1000 Project DARE (Drug Abuse Resistance Education) questionnaires from over 100 public and private schools, in-depth interviews with randomly selected teachers, surveys from nearly 100 DARE teachers, and the data from parents, officers in-training, and student essay winners were uniformly positive. Teacher comments were overwhelmingly positive about the program; the item that scored highest on the

First Grade Class.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communication (Thought Transfer); Grade 1; Heuristics; *Instructional Innovation; Learning Strategies; *Light; Primary Education; *Problem Solving; Science Activities; *Science Instruction; *Science Process Skills; *Scientific Literacy; Teacher Student Relationship
IDENTIFIERS- *Guided Inquiry; Michigan

This paper describes the experiences of first grade students as they are introduced to inquiry experiences and begin to develop skills and dispositions conducive to the practice of scientific literacy. The Guided Inquiry Instruction on light was the culmination of seven months of the teacher's professional development experiences in an orientation to teaching called Guided Inquiry supporting Multiple Literacies (GIsML), (Magnusson and Palincsar, 1995). The class consisted of 24 students, ages ranging from 5 years and 10 months to 7 years and 2 months, attending first grade in a school in a small farming community south of Ann Arbor, Michigan. The paper describes the unfolding of GIsML instruction illustrating different phases of the heuristic. It gives directions for construction of the light box used, made by the teacher from an ordinary corrugated cardboard box, with a white rectangular piece of posterboard for a screen. The paper details the four cycles of instruction and the resulting achievement of the content goals specific to light by the students. (Contains seven figures and seven references; a list of disk contents is appended.) (CR)

ED 420 033 CS 013 194

Hughes, Joan E.; Packard, Becky Wai-Ling; Pearson, P. David
The Role of Hypermedia in a Preservice Education Course.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (47th, Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diversity (Student); Higher Education; *Hypermedia; *Methods Courses; Preservice Teachers; *Reading Instruction; *Teacher Education; Videotape Recordings; Whole Language Approach
IDENTIFIERS- *Reading Classroom Explorer

A study examined how the "Reading Classroom Explorer" (RCE, a hypermedia learning environment) might enhance the learning of preservice teacher education students as they prepare to assume internships. RCE is a searchable database of digitized video clips from the Center for the Study of Reading's video series "Exemplary Ways To Teach Reading." Subjects were 13 post-baccalaureate students in a teacher education methods course. Subjects used RCE as one source from a host of possible sources they were encouraged to draw upon in the course. Three paper assignments were central to the course, comparing the use of whole language and skills orientations to teaching reading,

PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Beginning Reading; Journal Writing; Kindergarten; *Kindergarten Children; Language Arts; Primary Education; *Reading Improvement; *Reading Readiness; *Reading Skills; Whole Language Approach
IDENTIFIERS- *Hand Gestures; Illinois (Central); *Phonemic Awareness

An action research project described a program for improving reading readiness and language arts skills through phonemic awareness. The targeted population consisted of kindergarten students in a heterogeneous mix of upper middle class, middle class, working class, and low income families located in central Illinois. Data revealed that students entering first grade demonstrated a lack of transfer of letter and sound recognition. Analysis of probable cause data revealed that students reported a lack of skills related to the areas of reading readiness and language arts. These included: decoding, word building, segmenting, and categorizing, along with journal writing. Reviews of curricula content and instructional strategies revealed an over-emphasis on whole language and a lack of phonemic awareness. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: implementation of phonemic awareness strategies and the use of hand signals to teach letters and letter sounds. These were used in conjunction with the already existing whole language program. Post intervention data indicated an increase in reading readiness and language arts skills. Students' phonemic awareness was enhanced through the researchers' implementation of phonetic tasks. These tasks, with the support of hand signals, brought about greater enthusiasm for the reading process. (Contains 31 references, and 8 tables and 5 graphs of data. Appendixes contain numerous inventories and survey instruments, hand signals, letters to parents, sample journals, and rhyming tasks.) (Author/RS)

ED 420 055   CS 013 233

Kameenui, Edward J.; Simmons, Deborah C.
El Reto: A Leer America! A Leer Y Escribir Ya! Como Divertirse Leyendo Y Escribiendo. (America Reads Challenge: Read*Write*Now! Activities for Reading and Writing Fun)
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 53p.; For the English version, see ED 411 503.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Federal Programs; Learning Activities; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; Teaching Guides; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *America Reads Challenge

Developed by national reading experts for the "America Reads Challenge: Read*Write*Now!" initiative and translated into Spanish, this booklet provides 45 ideas for families, teachers, librarians, and other learning partners to use with all children--including those with disabilities--to help them read academic ethos and "techno-ethos." When academic ethos is at work, a reader is convinced that the writer is a rational, reasonable, intelligent individual who is engaging in an honest dialogue with his or her audience. This is important for Holocaust deniers such as the Institute for Historical Review. Their mission statement displays a "scholarly," academic ethos which an instructor can use for discussions of Holocaust denial and of academic ethos in the classroom. The Committee for the Open Discussion of the Holocaust Story (CODOH), however, epitomizes techno-ethos and maintains a Web site filled with color, both easy-to-read and visually appealing. CODOH relies on the public's blanket acceptance of well packaged information on the Web to lend credibility to its view of the "Holocaust Story." Discussing Holocaust denial in the classroom may not be something that all teachers are comfortable with, but the Internet must be discussed. Composition teachers will spend endless energy teaching students to read critically; students also need to be taught how to "surf" critically. (Contains seven references.) (NKA)

ED 420 077 CS 216 381

Colantone, Lisa; Cunningham-Wetmore, Melanie; Dreznes, Jennifer
Improving Creative Writing.
PUB DATE- 98
NOTE- 58p.; M.A. Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Creative Writing; Elementary Education; Grade 1; Grade 4; Student Improvement; Student Surveys; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Strategies

A study was based on a perceived need for creative writing improvement. A creative writing program was administered to three separate schools in two districts over an eight-week time period. The first district was in a middle class community with primarily White students. The other district was in a lower middle class community with primarily Black students. The target group was made up of two first grades and one fourth grade. Evidence of the need for improvement was shown through: a student survey, which showed a lack of interest and poor student attitudes; and teacher reports, indicating that teachers could not devote enough time to creative writing. Students were given a pre- and post-survey. Surveys suggested that there was a need for creative writing strategies and growth in length and fluency. A checklist was used to observe writing behaviors during the eight-week time frame. Solution strategies were adopted from research literature, combined with classroom experience. The two major interventions consisted of an emphasis on creative writing and implementation of a series of creative writing strategies. In addition, daily oral language, brainstorming, shared writing experience, and portfolios were utilized. Post-intervention data indicated an increase in creative writing skills. Students have become more fluent writers, with an increased understanding of creative writing. (Contains 15 references. Appendixes contain the surveys, sample creative writing lessons, creative writing rubrics, and the checklist. (SR)

ED 420 078 CS 216 384

Logan, Shirley Wilson

purposes: to act as a reference book and as a training manual. The manual suggests that in order for decisions to come from schools, teachers must be actively involved in management initiatives, and that an adequate management structure must exist at the school level to support this process. As one proceeds up the educational management ladder, decision-making should be less concerned with day-to-day practical issues and more with establishing, monitoring, and evaluating policy, practices, and procedures. The manual contains the following sections: (1) "Principles of Teacher Management"; (2) "Local Control of the Education Service"; (3) "The Role of the District Education Officer"; (4) "The Role of the Center"; and (5) "Other Matters of Consequence." (RJM)

ED 420 096 EA 029 067

Lewis, Anne; Dunkle, Margaret
The New Oregon Trail: Accountability for Results. Special Report #7.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Benchmarking; *Educational Change; Elementary Secondary Education; Evaluation Criteria; *Government Role; *Government School Relationship; *Outcomes of Education; School Effectiveness
IDENTIFIERS- *Oregon

This report was designed to help policy makers and concerned citizens understand the context, culture, and history that set the stage for Oregon's efforts to reform state government, including those areas of government that affect education. This text offers a "snapshot" of what Oregon is doing to improve results, such as setting benchmarks to measure progress. The state is crafting a decision-making process that avoids program proliferation and micromanagement, trusting people to do it right. Oregon is also using tools such as training, waivers from federal laws, intergovernmental agreements, and budget accountability to make programs meet broad community and state goals. Although the picture presented in this report is promising, there are some pitfalls. For example, although benchmarks measure what is important, there are rarely neat cause-and-effect relationships in the complex human areas that so many of the benchmarks address. Moreover, the data needed to support the benchmarking process often are not available or are not comparable over time. The report also explores larger lessons learned from Oregon's many waivers from federal laws and explores implications for federal policies. (RJM)

ED 420 097 EA 029 068

Brewer, Ernest W.; Achilles, Charles M.; Fuhriman, Jay R.
Finding Funding: Grantwriting from Start to Finish, Including Project Management and Internet Use. Third Edition.
PUB DATE- 98
NOTE- 312p.; For previous edition, see ED 380 906.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

Paradigm. The chapters focus on the power of paradigms, the lost ideal of education, how to establish an empowering learning community, how to design student empowerment outcomes, and how to chart a course toward future empowerment. (Contains 34 references.) (RJM)

ED 420 117 EA 029 093

Levine, Stewart
Getting to Resolution: Turning Conflict into Collaboration.
PUB DATE- 98
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Conflict Resolution; *Contracts; *Interpersonal Communication; Interpersonal Relationship; Models; Trust (Psychology)
IDENTIFIERS- *Resolutions

The book provides specific guidelines and step-by-step instructions for crafting collaborative agreements and for resolving conflicts using a proven seven-step conflict-resolution model: (1) the attitude of resolution; (2) telling your story; (3) listening for a preliminary vision of resolution; (4) getting current and complete; (5) reaching agreement in principle; (6) crafting the new agreement; and (7) resolution--where agreement becomes reality. The text outlines a new set of principles and values to help change attitudes toward conflict in the hope that readers will develop a new perspective toward conflict. Such a change in attitude will foster a culture based on principles and practices of resolution and agreement, and it will enable individuals to take personal responsibility for dealing with conflict, diversity, and disagreement. The nature of conflict resolution, the expense associated with conflict, new thinking in resolving conflict, and a detailed resolution model are all highlighted. Contains endnotes, a selected bibliography, and an index. (RJM)

ED 420 118 EA 029 094

Braun, Brian A.
Illinois School Law Survey. Fifth Edition.
PUB DATE- 98
NOTE- 616p.; For the third edition, see ED 370 185.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; Constitutional Law; Educational Finance; *Educational Legislation; Elementary Secondary Education; Parent School Relationship; *School Law; *School Policy; School Safety; Special Education; Student Rights; Teacher Rights
IDENTIFIERS- *Illinois

The purpose of this book is to answer questions regarding Illinois statutes, case law, and an administrative rules in force as of January 1, 1998. The book is designed for the lay men and women serving on school boards and in other official capacities, but it also answers legal questions commonly raised

ED 420 136 EC 306 475

ECS Program Unit Funding: A Handbook for ECS Operators, 1997/1998.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; Eligibility; *Financial Support; Foreign Countries; Individualized Education Programs; *Program Budgeting; *Severe Disabilities; Special Education; *State Aid; State Regulation; State Standards
IDENTIFIERS- *Alberta; *Funding Formulas

This guide explains Alberta's Program Unit Funding, a means to provide individual programs to supplement support for young children (ages 2.5 to 6 years) with severe disabilities. This program requires development of an Individualized Program Plan for each child and an individual budget plan submitted each school year. After an overview, sections of the guide explain the Early Childhood Services (ECS) context; basic requirements for Program Unit Funding (such as age of child, severe disabling conditions, and functioning level of child); completion of forms for Program Unit Funding (the declaration page, determining funding levels, and the budget page); ECS transportation funding; reporting of actual costs; and other ECS funding. Also included is an application form. Appended are a checklist for development of local special needs policies, a preliminary special needs screening profile, relevant excerpts from the "Funding for School Authorities Manual," the form for summarizing actual expenditures, and an example of a completed Program Unit Funding application. (DB)

ED 420 137 EC 306 476

Special Education Funding: A Handbook of Procedures and Definitions 1997/1998.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Definitions; *Disabilities; Disability Identification; Early Childhood Education; Elementary Secondary Education; *Eligibility; *Financial Support; Foreign Countries; Instructional Student Costs; Private Schools; *Special Education; *State Aid; State School District Relationship
IDENTIFIERS- *Alberta

This guide to special education funding in Alberta (Canada) describes the types of special education funding available, explains how to apply for special education funding, and discusses how applications for special education funding are monitored. An overview presents a chart of special education funding for 1997/1998 that shows funding and rates for public schools, early childhood services, and private schools. Next, a summary chart shows funding amounts for 1997/1998 for basic instruction, basic instruction for high school students with special needs, extra funds for students with severe

Earthman, Glen I.
School Renovation Handbook: Investing in Education.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; *Facility Improvement; School Buildings

The renovation of existing school buildings may not always be the least expensive or the quickest response to facility needs, but it is often the most politically acceptable. To help with school renovations, this text provides detailed guidelines that school systems can use in renovation projects. It offers a step-by-step approach to the planning process of a renovation, renewal, or modernization project. The text examines the problems inherent in maintenance and renovation and outlines the information that must be obtained when deciding whether or not to renovate. It describes how to organize staff for renovation projects and the planning for such projects that is required within an educational organization. Tips on financing the renovation projects, developing a program for renovations, and complying with federal regulations are included. Also detailed are suggestions for selecting, and working with, the architect; monitoring the bidding and construction phases; building administrator responsibility; evaluating the renovation project; and adapting the building to educational trends. Includes a case study and an index. (RJM)

ED 420 158 EF 005 065

Leovic, Kelly W.; Craig, A. B.
Radon Prevention in the Design and Construction of Schools and Other Large Buildings.
PUB DATE- 94
NOTE- 51p.; Report prepared by Kelly W. Leovic and A. B. Craig.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Buildings; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Facility Guidelines; *Hazardous Materials
IDENTIFIERS- *Radon

Radon is a naturally occurring radioactive gas in ambient air that is estimated to cause thousands of deaths from lung cancer each year. This report outlines ways in which to ameliorate the presence of radon in schools buildings. The first section is a general introduction for those who need background information on the indoor radon problem and the techniques currently being studied and applied for radon prevention. The level of detail is aimed at developing the reader's understanding of underlying principles and might best be used by school officials or by architects and engineers who need a basic introduction. Instructions and guidelines for radon amelioration are provided in section two, which contains more technical details and may best be used by the architects, engineers, and builders responsible for specific construction details. When building in an area with the potential for elevated radon levels,

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Classroom Techniques; Continuing Education; Curriculum Development; Educational Strategies; Instructional Materials; Language Tests; Material Development; Preservice Teacher Education; *Program Administration; Program Design; Public Agencies; Second Language Instruction; *Second Language Programs; *Second Languages; Student Evaluation; Teacher Educator Education; Teacher Supervision; *Teaching Guides; Teaching Methods; Testing
IDENTIFIERS- *Peace Corps

The kit is designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language training and organizing instructional programs. It is intended primarily as a resource library, with materials organized to ensure flexibility of use. It consists of eleven sections and a user's guide, and is accompanied by a CD-ROM (not included here) that contains the contents of the sections and additional supplementary materials. The sections include: "About This Resource Kit;" "The Role of the Language Coordinator;" "Teacher Supervision;" "Curriculum Development;" "Materials Development;" "Principles of Learning and Teaching;" "Ongoing Language Learning;" "Assessment;" "Pre-Service Training;" "Training of Trainers;" and "Picture Bank." (MSE)

ED 420 178 FL 025 278

Language Coordinators Resource Kit. Section One: The Role of the Language Coordinator.
PUB DATE- 98
NOTE- 29p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; *Administrator Role; Job Analysis; Occupational Information; Professional Development; *Program Administration; Program Design; Public Agencies; Second Language Instruction; *Second Language Programs; *Second Languages
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. An introductory chapter gives an overview of the guide, provides guidance to the language coordinator in identifying personal professional development needs, and outlines a suggested schedule for language coordinator activities. The second section looks at what a language coordinator's job involves, including sample job descriptions and a sample two-year work plan. The final section focuses on methods for increasing effectiveness in the job, discussing the qualifications needed for a language coordinator to be successful, obtaining resources to support language training, and techniques for adjusting to Peace Corps procedures. (MSE)

ED 420 179 FL 025 279

English-speaking students of varied ages and language groups who failed the freshman composition test. Data were gathered in focused interviews (questions appended), which asked for the student's recollections of the experiences of learning to write in the native language, of learning to write in English, and difficulties in dealing with the composition test. Results indicated the students had had extensive writing instruction before coming to the United States, and came from home backgrounds having similarities in writing experience. However, their educational backgrounds varied in emphasis on the function and genre of writing. Formal writing was often connected with study of literature. Students had varied cultural educational and cultural constructions of the writing experience in three areas: interpreting a writing task; anticipating the reader's needs; and developing and organizing ideas. The interviews confirmed some findings of contrastive rhetoric research on organizational patterns, but also suggest that cross-cultural differences are not limited to the organization of writing, but are also shown in how the writer approaches and interprets a writing task and goes about orienting the reader. Contains 19 references. (MSE)

ED 420 198 FL 025 300

Cazden, Courtney B.
Two Meanings of "Discourse."
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Definitions; *Discourse Analysis; *Interpersonal Communication; Language Research; *Linguistic Theory; *Oral Language

Two meanings of the word "discourse" are distinguished. The first treats discourse as conversation (D1), and the other refers to different ways of understanding (D2). Rather than seeing the two kinds of discourse as different, they are seen as having an important connection, particularly in classroom communication. Examples are drawn from the literature of classroom interaction. It is argued that critical discourse analysis should be applied not only to the teacher's instructional discourse (D2), but also to his various forms of D1, including how systems of meaning are approached, responded to, talked about, and resisted: i.e., the contact zones in which meanings are made and unmade. Contains 13 references. (MSE)

ED 420 199 FL 025 301

Coreil, Clyde, Ed.; Napoliello, Mihri, Ed.
The Journal of the Imagination in Language Learning, 1997.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Adult Education; Advertising; Childrens Literature; Classroom Techniques; Commercial Television; Creativity; Critical Thinking; Dance; *Educational Strategies; English for Special Purposes; *English (Second

Foreign Countries; Higher Education; Postsecondary Education; *Promotion (Occupational)
IDENTIFIERS- Canada

This study used naturalistic inquiry to gain an understanding of how managerial personnel perceived career development and succession planning at a postsecondary technical institute in Canada. A total of nine individuals in three different career development stages completed semistructured interviews. It was found that managers perceived the success of their careers in terms of having a variety of personal attributes that were required for management work, having a diverse experiential background, being in the right place at the right time, and working in an environment that was fulfilling and offered learning. The managers indicated that they were not offered any special training or programs to assist them in progressing within the organization. They noted, however, that job rotation, formal training programs, mentorship, secondments, and administrative programs would be the most effective forms of succession planning in preparing them to advance to other positions in the institute. Specific recommendations for improving career development and succession planning at the institute are included. (Contains 26 references.) (MDM)

ED 420 220 HE 031 260

Toma, J. Douglas
Representing the University: The Uses of Intercollegiate Athletics in Enhancing Institutional Identity.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Basketball; *College Athletics; Football; Higher Education; *Identification (Psychology); Institutional Advancement; *Institutional Role; *Intercollegiate Cooperation; *School Attitudes; School Community Relationship; Student Attitudes; *Universities
IDENTIFIERS- Faculty Attitudes

This study examined the role of high-profile intercollegiate athletic programs, such as men's football and basketball, in institutional identity. Site visits were conducted at 11 universities in the United States with nationally recognized intercollegiate athletic programs, and a total of 177 formal interviews were conducted with administrators, faculty, and students. An equivalent number of informal interviews were also conducted with faculty, students, and lower-level staff. An analysis of the interview data found that a high-profile college sports program is perceived by external constituents to be something distinctive, central, and enduring about the institution, as well as something that is viewed favorably by others. Both outcomes enhance institutional identification, causing people to: (1) be drawn to the campus, both literally and figuratively; (2) come to know something about the institution, often something positive; and (3) think of the institution in conjunction with the universities against whom the athletics teams commonly compete. (Contains 97 references.) (MDM)

ED 420 221 HE 031 261

bachelors degrees conferred July 1, 1996 through June 30, 1997 and cumulative total degrees); enrollment by age (headcount enrollment by age); and reallocated FTE enrollment (reallocated FTE enrollment by level, institution, and residence status). (DB)

ED 420 241 HE 031 291

Brown, David W., Ed.; Witte, Deborah, Ed.
Higher Education Exchange 1998.
PUB DATE- 98
NOTE- 83p.; For the 1997 edition, see ED 411 738.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; Citizenship; *College Role; Higher Education; Participative Decision Making; *Public Policy; Role of Education; School Community Relationship; Social Responsibility

A foreword and nine articles discuss issues on the role of institutions of higher education in the rebuilding of a public life involving citizens across the country. After the foreword by David Brown and Deborah Witte, the papers are: (1) "The Public and Its Colleges: Reflections on the History of American Higher Education (R. Claire Snyder), which finds that the professionalization designed to solve historical problems has also led to a gap between the public and its institutions; (2) "The Public Negotiation of Knowledge" (Robert A. Beauregard), which offers three rules by which a scholar can add value to the public discourse; (3) "A Dialoguing We Shall Go?" (Donald Roy), which uses the structure of a dialogue to argue about the monologue, professional conventions, and dialogue itself; (4) "Proles, Entrepreneurs, or Public Scholars?" (Mary B. Stanley), which urges academics to remember the democratic ideas they share with the public; (5) "Higher Education: Teaching and the Deliberative Process" (Susanna Finnell), which offers examples of how faculty have begun to engage with the public around issues in higher education; (6) "Education, Excellence, and Democracy" (Jim Knauer), which invites participation in a project examining the correct role for honors in higher education; (7) "Learning Civic Effectiveness" (Robert H. McKenzie), which weds the idea of civic learning to the practice of experiential education; (8) "Humanities Study and Public Deliberation" (Peggy W. Prenshaw), which examines how humanities in general and literature specifically parallel civic deliberation in deciding issues of public policy; and (9) "What Exactly Is 'The Public'?" (David Mathews) which explores the full range of definitions and characteristics of the word "public". (DB)

ED 420 242 HE 031 292

Creamer, Elizabeth G.
Assessing Faculty Publication Productivity: Issues of Equity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For the full report, see HE 031 293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

Education; *Hispanic Americans; *Latin Americans; Minority Groups; *Noninstructional Responsibility; Productivity; Professors; Questionnaires; Surveys
IDENTIFIERS- *Latinos

This study assessed the professional roles and research productivity of Latino academics at four research institutions in the southwestern U.S. Research focused on the academics' general productivity, professional roles, and motivations, as well as ethnicity-specific issues. Questionnaires sent to Latino faculty at the assistant, associate, and full professor level in a broad range of departments and academic programs yielded 123 usable surveys (response rate of 62 percent). Major findings included the following: (1) the largest group (40.8 percent) of Latinos were assistant professors, with the remaining evenly distributed between full and associate professorships; (2) the majority of respondents worked in liberal arts, education, and the professional graduate schools; (3) 35 percent of faculty devote 25 to 49 percent of their time each week to research; 41.6 percent devote a similar percentage to teaching; (4) the majority (64.1 percent) of Latino faculty devote 1 to 24 percent of their time to service; they are most likely to be active on their own campus rather than in their discipline at-large; and (5) 50.4 percent of faculty publish one to ten articles in refereed journals during their career, with 45.3 percent publishing or editing one to four books and monographs. (Contains 45 references.) (MAB)

ED 420 262 HE 031 318

Undergraduate Program Reviews at Brock University. Report of the UPRAC Auditors.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Accrediting Agencies; *Audits (Verification); Educational Assessment; Evaluation Methods; Foreign Countries; Higher Education; *Institutional Evaluation; Program Administration; Program Evaluation; Program Implementation; Self Evaluation (Groups); Standards
IDENTIFIERS- *Brock University (Canada); Council of Ontario Universities

Pursuant to the Council of Ontario Universities' procedures for periodic quality reviews of undergraduate programs, auditors examined the policies and programs of Brock University (BU) during 1997. Three departments were selected for audits of their program review procedures: Philosophy, Geography, and Physics; additionally, the Oenology and Viticulture Program was selected as a sample of a new program. After examining BU's internal review policies and the complete record of the program reviews, and finding evidence that mechanisms were in place to implement recommendations, the auditors held a site visit. Following a brief introduction and description of the methodology used in the audit, the report includes: (1) a description of BU program reviews; (2) the general principles and guidelines used for BU undergraduate reviews; (3) conformity of the BU review process for existing undergraduate programs with audit committee procedures; (4) conformity of BU policy for implementing new undergraduate programs with the audit committee framework for new programs; (5) the report's conclusions, highlighting BU's close conformity with the audit committee framework; and (6) a summary of recommendations and suggestions. (Contains the schedule for the first cycle of

Associations
IDENTIFIERS- *National Education Association

This volume provides excerpts of negotiated language from existing labor contracts at two- and four-year colleges that deal with peer evaluation and mentoring of faculty and support staff; also included is a legal analysis of a related resolution adopted by the National Education Association (NEA). The first section presents excerpts, specifically addressing peer review, from the contracts of 25 two-year colleges, plus an additional list of two-year institutions whose contracts refer to peer review but lack detailed procedural language. The following section provides the same information for 17 four-year colleges and universities. Section 3 identifies the primary patterns found in contract language concerning mentoring, including sample paragraphs from ten institutions. The final section offers a legal analysis of NEA's Resolution New D, which addresses peer assistance and review programs. It identifies two possible legal problems: first, that a consulting teacher could be determined to be a "supervisory" employee within controlling labor law and, second, the bargaining unit status of consulting teachers. Relevant litigation is cited. A copy of the NEA resolution is attached. (DB)

ED 420 281 HE 031 338

Smith, Robert V.
Graduate Research. A Guide for Students in the Sciences. Third Edition, Revised and Expanded.
PUB DATE- 98
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Graduate Study; Higher Education; Job Search Methods; *Research Methodology; Research Projects; Research Reports; Research Skills; Scholarship; Sciences; *Self Management; Student Development; Technical Writing

This guide for graduate students in the sciences focuses on the conduct of research, especially impediments involving approaches, perceptions, and self-initiating efforts. The book is developed in chronological fashion for the beginning graduate student. The first chapter contains an orientation to graduate research departments. It is followed by chapters on commitments and creativity, making choices (e.g., research problems and an advisor), and managing time. These are followed by chapters on the principles of scientific research and ethics in science. Subsequent chapters are devoted to library research, writing skills, preparing theses and dissertations, and presenting and publishing papers. The book continues with chapters on research with human subjects, animals, and biohazards; and on writing and applying for grants. A concluding chapter provides suggestions for getting a job in higher education, government, or industry. (Individual chapters contain references.) (DB)

ED 420 282 HE 031 339

Ontario Universities 1997. Resource Document.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

IDENTIFIERS- Microsoft Word

Merging to e-mail is a process which can be used to help the instructor communicate with students. Two possible ways this process can be used in education are: to update students on their grades and to conduct research. This paper first discusses reasons for using e-mail in education and then goes on to describe how to create a merge to e-mail system. Discussion includes an overview of the system; creating the spreadsheet; creating the Word document; editing the document and inserting merge fields; merging the document; sending the document; and advanced features for targeting special groups. (AEF)

ED 420 301 IR 018 922

Jewett, Frank

The WESTNET Program--SUNY Brockport and the SUNY Campuses in Western New York State: A Case Study in the Benefits and Costs of an Interactive Television Network.

SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.

PUB DATE- 98

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Computer Networks; *Cooperative Programs; Cost Effectiveness; *Distance Education; Higher Education; *Partnerships in Education; Program Implementation; Student Reaction

IDENTIFIERS- *State University of New York

This case study describes a collaborative effort among 10 campuses of the State University of New York (SUNY) to establish a shared distance learning network in western New York state. Participating campuses, led by SUNY Brockport, made a proposal to the SUNY system Office of Educational Technology to form WESTNET, a distance learning network that would provide two-way compressed video connections and related classroom equipment at each of the member institutions. The proposal was funded, the network established, and courses were first offered in the spring 1997 term. This study discusses the background and context of WESTNET implementation; WESTNET cost estimates, including comparisons to a traditional lecture-based course; and benefits of WESTNET in terms of student learning outcomes (in grades and attitudes), institutional renewal and growth, course sharing, and faculty development opportunities. An appendix includes a table showing mean responses of the student attitude survey. (AEF)

ED 420 302 IR 018 923

Kosakowski, John

The Benefits of Information Technology. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Computer Assisted Instruction; Computer Attitudes;

PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Copyrights; Costs; *Decision Making; Information Sources; *Library Administration; *Library Automation; *Library Collection Development; Library Planning; *Research Libraries; Strategic Planning; Users (Information)
IDENTIFIERS- *Digital Technology

This document proposes a model of the decision making process required of research libraries when they embark on digital conversion projects. A series of questions are offered that focus on facilitating the decision making process for library managers. Questions of what and how to digitize are placed in the larger framework of collection building by focusing, first on the nature of the collections and their use, and second, on the realities of the institutional context in which these decisions are made. This booklet is divided into 10 main sections: (1) Introduction; (2) Copyright: The Place To Begin; (3) The Intellectual Nature of the Source Materials; (4) Current and Potential Users; (5) Actual and Anticipated Nature of Use; (6) The Format and Nature of the Digital Product; (7) Describing, Delivering, and Retaining the Digital Product; (8) Relationships to Other Digital Efforts; (9) Costs and Benefits; and (10) Conclusion. "Selection for Digitizing: A Decision-Making Matrix" is also included on the back cover. (AEF)

ED 420 324 IR 057 123

Zagar, Christopher Michael
Dial-Up Use of Electronic Databases by Community College Students.
PUB DATE- 97
NOTE- 59p.; Master's Thesis, University of Arizona.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Access to Information; Community Colleges; *Computer Networks; Databases; *Dial Access Information Systems; Higher Education; Information Sources; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Arizona (Maricopa County); Electronic Resources; *Glendale Community College AZ

During the Spring 1997 semester, students at Glendale Community College in Glendale, Arizona were surveyed on their use of dial-up access to electronic databases provided by libraries. In addition, the community college and public libraries in Maricopa County were surveyed to determine which electronic databases they provide by dial-up access. Comparison between these two forms of data collection revealed that a rich variety of electronic databases are available to community college students. Many of the students have the equipment required to take advantages of these resources, combined with a desire to use these resources to increase the flexibility of their options for performing research. The greatest barrier to use was a lack of realization that such resources were available. Community college libraries should advertise access information to make students aware of these options. Appendices include the library, database, and student surveys, and numbers for dial-up access to libraries in Maricopa County. (Author/AEF)

*Instructional Innovation; Teacher Effectiveness; *Teacher Role; Teacher Student Relationship; Teaching Conditions; Teaching Guides; *Teaching Methods; Teaching Skills; *Teaching Styles; Theater Arts; Two Year Colleges

This paper encourages teachers to consider teaching as a performing art. By using the theater as a metaphor for effective, innovative instructional methods, the author parallels various aspects of performing arts with various aspects of teaching. The "stage" represents the classroom and "sets" the teaching environment; the "set" characterizes the classroom and determines whether it's conducive to learning. A class must have appropriate "props," or teaching materials, in order to function properly. The "curtain," which covers a stage, represents negative attitudes or conflict in the classroom and must be avoided to encourage an open environment of ethics. Every "play" has "leading actors," or star students, who set the "stage" for the rest of the class, as well as a "supporting cast," those students who do not openly demonstrate such apt learning. The "playwright" represents the curriculum used. The curriculum must be up-to-date, understandable, and applicable to the objectives of the class. The teacher plays the role of the "director," working to nurture and develop the inner abilities of the students, and the "script" provides the game plan and is the guideline for how information will be presented. The class must be varied and entertaining, including such techniques as games, art, music, humor, dramatics, and technology. (YKH)

ED 420 345 JC 980 293

Levin, John Stewart, Ed.
Organizational Change in the Community College: A Ripple or a Sea Change? New Directions for Community Colleges, Number 102.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrative Change; Administrative Policy; Annotated Bibliographies; College Administration; College Planning; *Community Colleges; *Educational Change; Feminist Criticism; Governance; Models; *Organizational Change; Organizational Theories; Strategic Planning; Two Year Colleges

This journal focuses on organizational change within the community college and its reflection of social movement and institutional identity. The first article, "Organizational Change and the Community College," by John Stewart Levin, demonstrates how change determines the character of the institution. "In Search of Vision and Values: The Minnesota Higher Education Merger," by Steven Wallace, explores the historical content and possible implications of the 1990's Minnesota Higher Education merger. "Shared Governance in California," by Kenneth B. White, questions the outcomes of California community colleges' shared governance. "An Organizational Response to Welcoming Students of Color," by Berta Vigil Laden, offers an organizational model for inviting Latino students into community colleges. "Making Sense of Organizational Change," by John Stewart Levin, provides explanations of generated change. "Managing Change: A Case Study in Evolving Strategic Management," by Linda Thor, Carol

DESCRIPTORS- Child Caregivers; Child Health; Day Camp Programs; *Day Care; *Day Care Centers; Early Childhood Education; Educational Facilities; *Inspection; Nursery Schools; Personnel Policy; *State Regulation; *State Standards
IDENTIFIERS- Day Care Licensing; *Day Care Regulations; *Missouri

This document provides basic information on the requirements for operating child care facilities in Missouri. Included is information defining the types of child care in Missouri and describing state regulations regarding the following: (1) building and grounds; (2) furniture, equipment, and materials; (3) health and medical examinations for children and adults; (4) staff requirements, education, experience, and training; (5) requirements for the child care program, health, nutrition, transportation, and records and reports; (6) the Missouri Department of Health Child Care Rules; and (7) the licensing and inspection process. Also included in the document are contact information for child care units at district health offices and a request form for additional information. (KB)

ED 420 365 PS 026 034

Serving Mothers with Disabilities in Your Child Care Program. Meeting the Needs of Women with Disabilities: A Blueprint for Change.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Day Care; Day Care Centers; *Disabilities; Early Childhood Education; *Educational Change; Employed Parents; Learning Disabilities; *Mothers; *Parents with Disabilities; Physical Disabilities; Preschool Education
IDENTIFIERS- Americans with Disabilities Act 1990; Attitudes toward Disabled; *Parent Caregiver Relationship

Designed for child care workers who provide day care to children of disabled mothers, this booklet provides information about the needs of disabled women and gives suggestions for how to accommodate women with various disabilities. The booklet may also be useful for parents with disabilities who have young children and who want to work with child care providers to become more accessible. Following a rationale for the booklet, sections of the booklet discuss: who are mothers with disabilities; barriers preventing disabled mothers from accessing child care services, specifically bias against the disabled, and inaccessible facilities; accessibility needs of women with different disabilities, including physical disabilities, psychiatric disabilities and disabilities arising from chronic health conditions such as AIDS or epilepsy; caregiver responsibilities under the Americans with Disabilities Act; and making the child care program welcoming to mothers with disabilities. Four appendices list resources, disability organizations, references and suggested readings, and a glossary of terms. (JPB)

ED 420 366 PS 026 107

Educacion, Salud y Bienestar para el Nino Preescolar y la Familia

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Hands On Science; Learning Activities; *Physics; Preschool Children; *Preschool Curriculum; Preschool Education; *Science Activities; Science Curriculum; *Science Education; Science Instruction; *Scientific Principles
IDENTIFIERS- High Scope Model

Using hands-on activities and the "Plan, Do, Review" approach, this physics curriculum for 3-year-old children is designed to develop an early interest in and enthusiasm for science and to excite children about learning in general. The curriculum is designed to be implemented biweekly in preschool or child care programs but may also be presented at a science center or museum. The introduction to the curriculum describes its philosophical underpinnings and the general structure for learning sessions. Part 1 of the curriculum presents four activities conveying the following concepts: (1) magnetic attraction; (2) energy as a power source; (3) light as a source of color; and (4) gears making it easier for motors to work by transferring energy. Each activity description details the scientific concept, delineates instructional procedures, and lists additional activities. The sessions begin with a group time, including a story to introduce the relevant concept. Teachers introduce children to possible activities, and place materials in learning centers. Adults join children in learning centers, engaging them in questions intended to enhance their understanding. After activities have been completed, children return to group time to share their activities. Part 2 of the curriculum contains additional instructions for each activity and some of the materials used. Part 3 lists books and presents fingerplays and songs relevant to physics principles and appropriate for preschool children. (KB)

ED 420 384 PS 026 537

Summer, Gail L.; Giovannini, Kathleen
Fantastic Physics: Developing an Early Interest in Science. A Preschool Science Curriculum.(4 Year Old Curriculum).
SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.
PUB DATE- 95
NOTE- 58p.; For the 3 year old curriculum, see PS 026 536. The project was also supported by the Kate B. Reynolds Charitable Trust, the Cannon Foundation, Glaxo Foundation, the North Carolina Math Science Alliance, and Alexander County Head Start.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Hands On Science; Learning Activities; Learning Centers (Classroom); *Physics; Preschool Children; *Preschool Curriculum; Preschool Education; *Science Activities; Science Curriculum; *Science Education; Science Instruction; *Scientific Principles
IDENTIFIERS- High Scope Model

Using hands-on activities and the "Plan, Do, Review" approach, this physics curriculum for 4-year-olds is designed to develop an early interest in and enthusiasm for science and to excite children about learning in general. The curriculum is designed to be implemented biweekly in preschool or child care programs but may also be presented at a science center or museum. The introduction to the curriculum describes its philosophical underpinnings and the general structure for learning sessions. Part 1 of the curriculum presents four activities conveying the following concepts: (1) magnetic properties of attraction and

Learning Activities; Learning Modules; Lesson Plans; *Marketing; Mentors; Secondary Education; State Curriculum Guides; Teaching Guides; Work Experience; *Work Experience Programs
IDENTIFIERS- Job Shadowing; Missouri

Designed for use with secondary students who have explored career paths and wish to pursue a career in business, management, and technology (BM&T), this module focuses on providing work-based learning experiences. Introductory materials include the following: career paths rationale and philosophy, benefits of using career paths, information on linking to what students should know and be able to do, and school-specific information and local resources. The module consists of four activities designed to give students the opportunity to experience some knowledge and skills required for BM&T occupations: marketing and sales; administrative support; executive, administrative, and managerial; and computer, mathematical, and operations research. The module also contains three activities that give students a more indepth look at the BM&T career path. Activity 1 provides students with strong experience in and understanding of all aspects of the industry; activity 2 helps students develop reasoning and thinking skills while focusing on communication and technology skills involved in job application and procurement; and activity 3 is a profile and job shadowing/mentorship experience with a strong emphasis on communication skills. Three other sections include supplemental information for the instructor; 18 annotated references; and student materials with information about the career planning process and student personal portfolio and module activity sheets. (YLB)

ED 419 918 CE 076 525

Everett, Donna R.
Marketing Education Assessment Guide. Performance-Based Activities with Authentic Assessments Instruments.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 128p.; For the related Marketing Education Frameworks, see CE 076 526.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Career Development; *Communications; Competency Based Education; *Distributive Education; *Economics; Instructional Materials; Interpersonal Competence; Learning Activities; *Marketing; *Performance Based Assessment; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides
IDENTIFIERS- *Authentic Assessment; Missouri

This guide presents performance-based authentic assessment ideas, samples, and suggestions to help marketing teachers and students respond to changes and pressures from outside the classroom. It contains 21 activities, each accompanied by a method of authentic assessment. In most cases, the authentic assessment method is a scoring device. The activities are categorized under these topics: communications in marketing; economic concepts; employment and advancement; human relations in marketing; marketing operations; marketing management; advertising and sales promotion; selling; and marketing concepts. Each activity consists of these components: title, competencies and construction industry knowledge; planning for construction; employing carpentry hand tools; employing construction power tools; materials and fasteners; residential foundations, framings, and roofs; interior walls and ceilings; inter and exterior doors, windows, and stairs; insulation application; residential floors and sills; and exterior walls and trim. The evaluation sheets provide rating scales and a record of student mastery and teacher comments for the competencies listed in the student competency checklist. (KC)

ED 419 936 CE 076 573

Westhead, Paul; Storey, David J.
Training Provision and the Development of Small and Medium-Sized Enterprises. Research Report No. 26.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Economic Development; *Education Work Relationship; Educational Benefits; Educational Opportunities; Educational Practices; Educational Quality; Educational Research; *Educational Trends; Employee Attitudes; Employer Attitudes; Foreign Countries; *Industrial Training; *Labor Force Development; *On the Job Training; *Small Businesses; State of the Art Reviews; Trend Analysis
IDENTIFIERS- *Great Britain

The literature on the training provided by small and medium-sized enterprises (SMEs) in Great Britain was reviewed to determine the extent and quality of training available and the link between training provision and small business performance. Smaller firms were less likely to offer training, and the training they did provide was generally inferior to that provided by large firms. The relative reluctance of small firms to provide training was attributed more to supply and demand factors than to small firm owners' ignorance of the benefits of training. No well-conducted research was found showing that provision of training by SMEs enhanced subsequent performance by the firm providing the training. Studies of individuals exiting from training courses generally reported high levels of trainee satisfaction. Policymakers were cautioned to avoid statements implying that training has a clear "bottom line" impact when attempting to encourage SMEs to offer training, and they were advised that increasing the quantity of trained labor in the economy may require a larger financial contribution from employees, who are the primary beneficiaries of training. (The bibliography contains 168 references. Appended are tables detailing the methodologies and findings of 37 studies of training in SMEs.) (MN)

ED 419 937 CE 076 574

Essential Skills for the Care Team. A Program for New Employees in Residential and Home Care.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 456p.; For a related document, see CE 076 575.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Allied Health Occupations

Listening Partners' goals, participants, and activities. Chapters 4-5 describe the research context and protocol of Listening Partners and presents findings from program implementation and evaluation. Chapter 6 discusses the study of four well-established, successful projects (public homeplaces) women have created to bring an excluded group into voice and encourage them to become fuller participants in community life. Chapters 7-9 describe the public homeplaces: Mothers' Center Movements in Germany and the United States, National Congress of Neighborhood Women, and Center for Cultural and Community Development. Chapter 10 identifies commonalities in their philosophies and practices--metaphors to live by, dialogue, and praxis--and describes approaches to developmentally oriented leadership. Chapter 11 offers suggestions for passing on the tradition. Appendixes include instruments, endnotes, and index. The book contains 304 references. (YLB)

ED 419 954 CE 076 616

Tamkin, P.; Barber, L.
Learning to Manage.
PUB DATE- 98
NOTE- 103p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Adult Education; Adult Learning; Business Administration Education; Business Education; Case Studies; *Education Work Relationship; Foreign Countries; Higher Education; *Learning Processes; *Management Development; On the Job Training; Organizational Development; Outcomes of Education; *Professional Development; Tables (Data)
IDENTIFIERS- *Great Britain

The questions of how managers learn and what kind of learning really makes a difference in managers' development were examined through case studies during which some 60 managers from five well-known organizations (a large private sector firm, the British Post Office, a British government department, Britain's open university, and a British large supermarket) were interviewed along with their managers and subordinates. The case studies focused on the following: how managers learn their jobs; what managers learn; how managers are affected by their learning; how managers' learning affects their organizations; learner motivations; and attitude and behavior changes resulting from learning. The following were among the study's conclusions: much of the learning identified and its impact on managerial behavior centered around soft skills; although much management development focuses on the external world, knowing oneself is the first step in becoming a really good manager; feedback opportunities and support mechanisms are essential to developing greater internal skills and knowledge; and only after managers learn to see themselves as others see them can they confront their own traditional ways of doing and thinking and move in the direction they desire. (Ten tables/figures are included. Appended are the interview guide and a 43-item bibliography.) (MN)

ED 419 955 CE 076 636

Eckert, Douglas
Commercial Training Issues: Heavy Duty Alternative Fuel Vehicles.
PUB DATE- 96
NOTE- 31p.; Paper prepared for the National Alternative Fuels

13 mars 1998.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English; German; French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Developed Nations; Educational Certificates; *Educational Cooperation; Foreign Countries; French; German; *International Cooperation; Job Skills; *Job Training; *Lifelong Learning; Nonformal Education; Postsecondary Education; Secondary Education; Student Certification; *Vocational Education
IDENTIFIERS- European Centre for the Development of Voc Train; *European Community

The European Centre for the Development of Vocational Training (CEDEFOP) supports the aims of European Community (EC) activities and initiatives to promote lifelong learning and access to training. To promote competencies and lifelong learning, CEDEFOP has monitored development of lifelong learning skills, clarified main differences in the approaches to key qualifications in the European Union, and worked on recognizing, validating, and certifying nonformal learning. To monitor developments in vocational education and training in EC Member States, CEDEFOP has provided descriptions of systems and arrangements and analyzed trends. To serve European mobility and exchanges, CEDEFOP has improved understanding of different qualification systems and information about mobility. To promote exchange and dialogue among its partners, CEDEFOP has promoted exchange and dialogue through study visits program and Agora Thessaloniki. To support the EC effectively as a source of reference, CEDEFOP needs to provide four key elements: basic information on vocational education and training systems and arrangements in the Member States and links with the labor market; support for comparative research and overview and analysis of research and initiatives on key issues; support to meet partners' needs; and effective links among policy makers, social partners, researchers, and practitioners to promote the transfer of innovation and best practice. (German, English, and French versions appear in columns. Appendixes include possible future challenges and suggested areas for comparative research.) (YLB)

ED 419 974 CE 076 678

Tessaring, Manfred
Training for a Changing Society. A Report on Current Vocational Education and Training Research in Europe. Reference Document.
PUB DATE- 98
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Apprenticeships; *Career Choice; Career Guidance; Comparative Analysis; Continuing Education; Curriculum Development; Disadvantaged; Economic Factors; *Education Work Relationship; Educational Finance; *Educational Research; Educational Technology; Foreign Countries; *International Cooperation; Job Skills; *Job Training; Labor Market; Nonformal Education; Social Influences; Socioeconomic Influences; Supply and Demand; *Vocational Education
IDENTIFIERS- *Europe

This report describes the background and links among education, training, labor market, economy, and society. Part 1 deals with

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Financial Support; Foreign Countries; Needs Assessment; Position Papers; Postsecondary Education; *Research Methodology; *Research Needs; Secondary Education; *Statewide Planning; Strategic Planning; *Vocational Education
IDENTIFIERS- *Australia (New South Wales); *TAFE (Australia)

A three-part strategy for research in vocational education and training (VET) in New South Wales (NSW), Australia, was proposed. The strategy was developed after a review of current key documents, initial consultations with key stakeholders and NSW Board of Vocational Education and Training officers, discussions with focus groups of users of VET research, and circulation of a discussion paper to VET stakeholders from the public and private sectors. The strategy's elements were as follows: a framework (broad set of principles) within which research and development within the VET sector can be developed and maintained; specific proposals for priority areas for research activity; and specific proposals for processes that the NSW Board of Vocational Education could adopt to strengthen the quality, amount, and usefulness of research. It was recommended that research in VET adopt the model of best practice in industry and that priority be given to research on the following topics: future scenarios and implications for VET planning; delivery of VET; reflection of the rhetoric of training reform in practice; the role of industry in VET policy and practice; and better data to help in training reform. (Appended are the following: definitions, description of the study methodology, and list of organizations providing input to the project.) (MN)

ED 419 992 CE 076 707

Field, Laurie
Training and Learning in Small Business. Issues for Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Foreign Countries; *Industrial Training; *Learning Processes; *Research Methodology; *Small Businesses; *Training Methods; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

An exploratory investigation into training and learning in small businesses in Australia was conducted to identify issues surrounding training and learning and issues relating to the research methodology. Data were collected from a review of the literature, case studies of six small enterprises, and a review of two case studies conducted previously. Emphasis on learning was found to vary considerably between small businesses depending on the following: the small business's basis for competition and reliance on knowledge; whether its staff are permanent or casual; and who in the firm has the knowledge contributing to business success. A new approach to learning in small businesses was proposed that is based on a range of learning activities. At the individual employee level, the proposed approach includes discussions with product representatives, supplier-run seminars, and periods of working in other job areas. At the firm level, the proposed approach includes knowledge introduced by staff recruited from competitors or customers and new approaches learned from previous business allies. It was concluded that research into

Classroom Appraisal by Teacher Survey was "my opinion is that the DARE Program should be continued in my school." Teachers praised the newly revised DARE curriculum materials and noted that what made DARE lessons particularly effective were the use of role play and the fact that the ideas could be applied at the time the lesson was taught. Study results contained much anecdotal evidence for effects of DARE on student knowledge and social interactions. DARE officers were overwhelmingly praised for their work in the program and were credited for making it successful by many of the teachers. It was evident from the study that the DARE parent component was under-utilized, even though teachers suggested parental involvement would improve the program. Given the effectiveness of DARE dissemination and implementation and its wide support from the schools and the communities there would appear to be a place for DARE in a comprehensive Hawaii prevention program. Questionnaires are appended. (MKA)

ED 420 013 CG 028 502

Palmer, Shirley
The Call for a New Script: Teachers' Role in Collaboration to Meet Health and Social Needs of a Diverse Inner City High School Population.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Clinics; Cooperation; Health; *High Risk Students; High Schools; *Inner City; Integrated Services; *School Community Programs; School Culture; *Teacher Role

In an attempt to address health and social needs of at-risk children, recent reform efforts have pushed for collaboration of community based agencies and schools. The location of an adolescent health clinic on an inner city high school campus and the resultant opportunity for collaboration provides a case study. The role of the teacher and the implications of such collaboration for teachers are explored from the teacher's point of view. Questions studied include how teachers perceive their role in collaboration to meet the health and social needs of the student-at-risk; the nature of events, conditions, and forces that shape that role; and the consequences of their actions. Twelve teachers participated in the survey. Movement toward collaborative roles for teachers is chronicled as crises in the classroom force change and teachers respond by expanding their role. New "scripts" evolve and new boundaries are established. Neo-institutionalism provides a framework for understanding both the emergence of new roles and the critical points of connection as the culture of the school adapts. (EMK)

ED 420 014 CG 028 503

van Oudenhoven, Nico; Wazir, Rekha
Early Childhood Development: Trends and Likely Scenarios.
PUB DATE- 98
NOTE- 10p.; Paper presented at the European Policy Conference on Early Childhood Education (Utrecht, Netherlands, April 22, 1998).
LANGUAGE- English

management and use of different grouping arrangements, and the awareness and impact of diverse learners on teaching and learning. Data included the paper assignments, interviews, videotaped work sessions, and several surveys that provided information about students' technology and professional backgrounds and their reactions to the hypermedia. Results indicated that preservice teachers used the cases in RCE as an information resource, much like the books they read, lectures they heard in courses, or observations they made. Further research will explore the extent to which teachers who use RCE impact the teaching culture within which they work, and whether RCE benefits users most when used collaboratively toward a course goal. Contains eight references and six tables of data; appendixes contain the classification scheme. (RS)

ED 420 034 CS 013 195

Charleston County School District (CCSD) Reading Policy.
PUB DATE- 98
NOTE- 3p.; Policy #6155.4.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; Elementary Secondary Education; Parent School Relationship; *Reading Achievement; *Reading Improvement; *Reading Programs; School Community Relationship; Staff Development; Student Evaluation
IDENTIFIERS- *Charleston County School District SC

This brief two-page policy statement presents the Charleston County (South Carolina) School District Board of Trustees reading policy. It begins by noting that the district will emphasize early literacy development, reading across the content areas, and interventions for struggling readers, and that schools shall be responsible for designing and implementing effective schoolwide reading programs in collaboration with School Governance Councils. The paper concludes with a 10-item list of the school board of trustees "expectations for reading" that address: (1) providing teachers with a curriculum guide which identifies reading competencies; (2) establishing a comprehensive reading program; (3) providing support for students who experience difficulty in reading; (4) providing staff development; (5) making books and other materials available to teachers and students; (6) communicating reading expectations to students; (7) informing parents of their child's reading performance; (8) soliciting the participation of the community; (9) using ongoing strategies to assess students' reading performance; and (10) establishing measurable objectives for the improvement of reading achievement. (RS)

ED 420 035 CS 013 201

McGuinness, Carmen; McGuinness, Geoffrey
Reading Reflex: The Foolproof "Phono-Graphix" Method for Teaching Your Child To Read.
PUB DATE- 98
NOTE- 362p.; For a related book, see CS 013 199. "Phono-Graphix" is a registered trademark.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

well and independently by the end of third grade. The booklet also includes activities to help improve children's reading and writing skills through sixth grade. Activities in the booklet are presented in three sections: "Early Years" for infants and preschoolers; "Moving into Reading" for children through grade 2; and "Encouraging the Young Reader" for older children through grade 6. A 45-item suggested reading list (arranged by grade level), a list of five America Reads Challenge publications, and a list of five federal resources of assistance are attached. (RS)

ED 420 056 CS 013 234

Castleton, Geraldine
Virtual and Virtuous Realities of Workplace Literacy.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Discourse Analysis; Foreign Countries; *Functional Literacy; Interviews; *Workplace Literacy
IDENTIFIERS- Cultural Studies; *Discourse Communities; Ethnomethodology; *Literacy as a Social Process; Meaning Construction; Poststructuralism; Social Reality

Workplace literacy has been a recent addition to the field of literacy education and research, achieving a level of "commonsense" acceptability so that its meaning(s) or constructions have largely gone unchallenged. A study, therefore, explored the concepts of "work," "workers," and "literacy," not so much to establish what "are" the relationships among these concepts, but to understand the importance of "how" particular groups, and the broader community, define and act on their understandings of these relationships in response to contemporary economic and political climates. The study, using two sites of discourse, a bureaucratic report, and a series of interviews with key stakeholders in the field of workplace literacy, applied analytic procedures derived from poststructuralism and applied ethnomethodology to identify and make explicit the discourses that form various social practices of "work," "workers," and "literacy." Findings revealed that (1) the relationship between work and literacy is currently explained and understood in terms of the connections that can be made between contemporary discourses on work and the dominant functional discourse of history; (2) particular conceptualizations of literacy at work that derive from this juncture are inappropriate and ineffective in giving a full account of literacy, work, and workers; (3) current theorizations of workplace literacy have significant impact on the ways in which people establish their identities as workers, and on how others create the identities of workers; and (4) reformulated understandings of workplace literacy are essential for the achievement of individual and societal goals. (Contains an 80-item bibliography). (NKA)

ED 420 057 CS 216 339

Siering, Greg
Valuing Usage over "Quality": Revising Our Evaluation Standards for Online Resources.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the

Late Twentieth-Century Racial Uplift Work.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black History; Black Studies; *Black Teachers; *College English; *Educational Philosophy; *Females; Higher Education; *Instructional Innovation; Persuasive Discourse; Writing Instruction
IDENTIFIERS- Nineteenth Century; *Personal History

This paper presents a description and brief history of the concept of "racial uplift" and describes its implications for a contemporary, Black college professor. The phrase "racial uplift," for 19th-century Black women, describes almost any type of political activity designed to improve conditions for Black people during the critical post-Reconstruction period of Plessy v. Ferguson, mob violence, and "Jim Crow" democracy. Now the term also invokes images of an educated Black elite, some version of W.E.B. DuBois's "talented tenth." For a Black, newly tenured professor of rhetoric and composition at a predominantly White state university, personal history has affected every aspect of her professional life. She developed a research project around collecting and analyzing the persuasive discourse of 19th-century Black women, even though her dissertation had been about writing technology and its implications. Her concern for being "labeled" as someone who could only do race-related work notwithstanding, the persuasive speeches and writing of 19th-century Black women helped her reshape and rewrite the identity and personal history which her earlier experiences had constructed for her. The work mattered academically because history had been silent where these rhetors were concerned. The personal affects teaching assignments and pedagogy. With the increasing demand for courses on the literature of African diasporan people and women, there is also increasing pressure to design courses around these subjects. The recommendations in this paper help educators to attempt to understand the "lived experiences" of those to whom they teach composition, those they teach about, and those with whom they work in the academy, rather than respond to a prescribed and constraining script. (NKA)

ED 420 079 CS 216 390

Guaglianone, Curtis L.; Yerkes, Diane M.
Administrative Portfolios: Current Uses and Development by Prospective and Practicing Administrators.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Administrator Evaluation; *Administrators; Elementary Secondary Education; Higher Education; *Portfolios (Background Materials); *Professional Development; Self Concept; *Self Evaluation (Individuals)
IDENTIFIERS- *California State University Fresno; *Reflective

Classroom situations) (055)
DESCRIPTORS- Awards; *Educational Finance; Elementary Secondary Education; Financial Support; *Fund Raising; *Grants; Grantsmanship; Program Proposals; *Proposal Writing

This handbook presents funding strategies and procedures and techniques that help in the preparation of a competent proposal. It summarizes ideas about proposal development, offering specific information to help proposal writers, provides examples from successful proposals, and presents tips to enhance successful funding. The text focuses on programs available through the United States Department of Education, but the ideas should help those writing proposals for other agencies. This handbook explains how grants are awarded; how to write a proposal that gets noticed and gives compelling reasons why a grant should be funded, and how to implement and operate a grant award. These ideas are presented in three parts: (1) exploring the grants world; (2) writing grant proposals; and (3) implementing, operating, and terminating a project. The guide discusses how to explore grant possibilities in education, how to use the Federal Register and the Code of Federal Regulations, how to use the Internet to access funding resources, how to write a proposal, understanding site visits and audits, how to close out a project, and numerous other suggestions. The appendices include a list of abbreviations, state points of contact, and a glossary of terms. (Contains 18 references.) (RJM)

ED 420 098 EA 029 069

DeAngelis, James, Ed.; Licitra, Annette, Ed.
The School Administrator's Handbook of Internet Sites. Second Edition.
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; Educational Resources; Elementary Secondary Education; Information Centers; Information Retrieval; *Information Sources; *Internet; Principals; *School Administration; Superintendents
IDENTIFIERS- *Web Sites

Although the Internet contains a wealth of education-related information, cutting through the teacher-, student-, and parent-focused sites to find administrative management tools can be difficult. To help in this effort, strategies for helping administrators find relevant Internet resources are presented in this guide. The text provides a brief explanation of the Internet's evolution and descriptions of various Internet applications, including e-mail, mailing lists, newsgroups, and the World Wide Web. It also contains descriptions of more than 380 Internet sites. Each description includes an Internet "address" and login or subscription instructions, where applicable. For ease of use, sites have been alphabetized and classified into the following categories: curriculum, government, grants/funding, health/safety, professional development, research, special education, student aid/college prep, school administrator/improvement, technology, and vocational and adult education. Some sites that may be of particular interest include a charter-school mailing list, the Council for the Advancement and Support of Education gopher and by teachers, parents, students, and others interested in public schools. Its two dozen chapters on such topics as student discipline, the educational program, education of the handicapped, teacher employment, collective bargaining, school elections, public meetings, budgeting, property taxes, and state aid present case examples. The information is presented in a question and answer format and features such questions as, "May a school board make sex education a required course offering?"; "Do citizens have a right to inspect instructional materials?"; "Is a moment of silence for voluntary prayer permissible?"; and "When may a school board hold a closed meeting?" All the information provided is fully documented as to where the law may be found, and an explanation of legal references tells the reader how to locate statutes and court rulings for more information. An index and approximately 760 case citations are included. (RJM)

ED 420 119 EA 029 105

Turning Around Low-Performing Schools: A Guide for State and Local Leaders. Summary .
PUB DATE- 98
NOTE- 17p.; For the full guide summarized here, see ED 419 301.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Elementary Secondary Education; *Instructional Improvement; *Intervention; *Leaders Guides; *School Effectiveness; School Role
IDENTIFIERS- Low Performing Schools

This guide advocates making strategic decisions about instructional practices and focusing all school staff on aligning every aspect of school operations--from professional development to parent and community involvement--in order to support and sustain student achievement. The guide discusses how to set high standards for performance and presents some strategies for improving student learning. Some of these strategies include helping schools gain control of the learning environment, concentrating resources and efforts on providing students with challenging curriculum, and providing services so that young children come to school ready to learn. Meaningful improvement involves systemic support for the process of change, and suggestions for nurturing this support are given. Schools must have strong leadership and policies that encourage teachers' commitment to reform use resources strategically. This guide also presents aid from the U.S. Department of Education available to chronically low-performing schools. A checklist for improvement and suggestions for school leaders to improve their schools are offered. (RJM)

ED 420 120 EA 029 174

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1995-96. Statistics in Brief.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary

disabilities, and funds for students in institutionalized programs. Additional charts then provide detail on funding for each of these major categories broken down into more specific sub-categories. The following section addresses procedures and processing of funding, with a chart showing categories of funding, procedures and submission dates. This chart is followed by text which details requirements of school jurisdictions under each category, those for public schools, early childhood services, and private schools. Definitions are then provided for 17 disabilities grouped into three categories: gifted and talented, mild/moderate disabling conditions, and severe disabling conditions. Finally, the guide provides coding instructions and funding rate schedules for the 1997/1998 school year. (DB)

ED 420 138 EC 306 477

Hutinger, Patricia L.
Technology Team Assessment Process (Project TTAP). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Case Studies; *Computer Uses in Education; Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; Educational Technology; Evaluation Methods; *Needs Assessment; Program Evaluation; Team Training; *Technological Advancement

This final report describes a 3-1/2 year project to establish model technology assessment procedures and to train early intervention personnel and families of young children with moderate to severe disabilities to function as effective members of a core assistive technology assessment team. The project's outreach goals focused on stimulating services via dissemination, training and replication, assisting states, providing state-of-the-art product development, and serving as a national technology assessment resource. Training materials developed included written and multimedia materials, procedures for assessing appropriate applications for specific children, examples of follow-up activities, case studies of children, and suggestions for problem solving. Evaluation found the program effective in four areas: (1) appropriateness of the process and recommendations for this population; (2) positive outcomes for children and families; (3) child progress reported by families; and (4) child progress reported by teachers. Overall, the project's replication and continuation sites directly affected 697 children and their families, and over 1,241 people attended project presentations at conferences. Individual sections of this report describe the project's goals and objectives, its theoretical and conceptual framework, its major features, problems and solutions, evaluation, and impact. (DB)

ED 420 139 EC 306 480

Dannenbring, Gary L.
Monitoring Educational Outcomes: Information for Decision-Making and Programmatic Improvement.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96

architects and engineers should use a combination of radon prevention construction techniques. It is also recommended that when constructing a school in radon-prone areas the builder should install an active soil depressurization system; pressurize the building using the heating, ventilating, and air conditioning system; and seal major radon entry routes. Three appendixes provide a case study in the application of radon prevention design measures, a list of references, and a list of EPA regional offices and contacts. Includes an addendum highlighting new field-verified technologies, specifically a method for increasing pressure field extension by modifying subslab walls and improved suction pits. (Contains 19 line drawings and 3 tables.) (RJM)

ED 420 159 EF 005 067

Kominsky, John R.; Freyberg, Ronald W.; Gerber, Donald R.; Centifonti, Gary J.
Evaluation of the Implementation of Operations and Maintenance Programs in New Jersey Schools.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Research and Development.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asbestos; *Educational Facilities; Elementary Secondary Education; Facility Guidelines; *Federal Programs; *Hazardous Materials; Program Evaluation
IDENTIFIERS- *New Jersey

All schools are required to develop and implement an asbestos management plan (AMP). The key component of this plan is each school's operations and maintenance (O&M) program. This report outlines the importance of such programs. It describes an O&M program as an administrative framework that prescribes specific activities and work procedures to control and respond to activities that may disturb asbestos-containing materials. The program's success is contingent on the commitment of all personnel involved in conscientiously implementing O&M program elements and in conducting O&M activities. For this report, a study was conducted to evaluate the implementation of asbestos O&M programs at 10 sites representing 8 New Jersey schools. Each school's O&M program and program compliance were documented. Furthermore, 10 ongoing O&M activities were documented to determine the impact of the activities on airborne asbestos levels. The study found that, overall, the schools were not completely implementing all the elements of the asbestos O&M program as outlined by the EPA and other guidelines. Elements of the program were not performed or they were not communicated to workers or contractors. The report provides a list of references and two appendixes, which include a sample NJDOH-EHS site evaluation/assessment documentation form and a tabular compilation of individual estimates of airborne asbestos concentrations measured before and during O&M activities. (Contains 12 figures and 11 tables.) (RJM)

ED 420 160 EF 005 068

Lead in School Drinking Water.
PUB DATE- 89
NOTE- 68p.
LANGUAGE- English

Language Coordinators Resource Kit. Section Two: Teacher Supervision.
PUB DATE- 98
NOTE- 80p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Observation Techniques; Contracts; Employment Interviews; Feedback; Job Applicants; *Language Teachers; Meetings; Occupational Information; Program Administration; Program Design; Public Agencies; Questioning Techniques; Records (Forms); Scheduling; Second Language Instruction; *Second Language Programs; Second Languages; *Staff Development; *Teacher Evaluation; *Teacher Selection; *Teacher Supervision
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section focuses on selection and supervision of language teachers. An introductory chapter gives an overview of the guide and provides suggestions for identifying teacher supervision needs for the program and a schedule for supervision activities. Chapter 2 discusses teacher recruitment and hiring, including methods for determining staffing needs, soliciting applications, developing selection procedures and criteria, and notifying candidates. It includes sample job descriptions and application and observation forms. Chapter 3 covers teacher observation and assessment, including techniques for classroom observation, giving and receiving feedback, and conducting an assessment. A sample feedback role-play and assessment forms are provided. Chapter 4 offers recommendations for organizing effective teachers' meetings and tips from the field for being an effective supervisor. (MSE)

ED 420 180 FL 025 280

Language Coordinators Resource Kit. Section Three: Curriculum Development.
PUB DATE- 98
NOTE- 95p.; The entire kit, and its ten separately analyzed sections, are FL 025 277-287.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Course Organization; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Educational Assessment; Educational Needs; Needs Assessment; *Program Administration; Program Design; Public Agencies; Second Language Instruction; *Second Language Programs; *Second Languages
IDENTIFIERS- *Peace Corps

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries

Language); Fairy Tales; Higher Education; *Imagination; Interlanguage; *Learning Processes; Listening Comprehension; Listening Skills; Multimedia Instruction; Music Activities; Novels; Poetry; Second Language Instruction; Second Language Learning; Skill Development; Teaching Methods; Vocational English (Second Language)
IDENTIFIERS- National Standards for Foreign Language Learning

Articles on second language teaching and learning include: "Creativity with a Small 'c'" (Alan Maley); "National Standards & the Role of the Imagination in Foreign Language Learning" (Rebecca M. Valette); "Who Am I in English? Developing a Language Ego" (Jean Zukowski/Faust); "Steps to Dance in the Adult EFL Classroom" (David M. Bell); "Connecting the Powers of Music to the Learning of Languages" (Sandra Adkins); "Children's Literature in Adult EFL Classes: Learning Through Response" (Carl Tomlinson, Rhoda McGraw); "Tapping Student Interest with Fairy Tales" (Gary Ockey, Diane Ogden); "PrTEE: Professional Training Expansion English: An Approach to ESP" (Lisa Isenstead); "Obsession, Block and Turning Point: How Language Learns Itself" (Barbara F. Mascali); "Imagination in the Teaching of Reading: A Descriptive Analysis" (Ramonita A. Santiago); "Mini-Earth: A New Planet in the Macrocosm of Language Teaching" (Natalia Vanyushkina); "Pattern-Poems: Creative Writing for Language Acquisition" (Margaret R. Moulton, Vicki L. Holmes); "Beyond Passive Listening: The ESL Class Becomes the Band" (Dennis Sjolie); "Using TV Commercials to Teach Listening and Critical Thinking" (Alfred Smith, Lee Ann Rawley); "Reading and Responding to Novels in the University ESL Classroom" (Stephanie Vandrick); Modelling Language Instruction on Collaborative Design Projects" (Robert Preece); and "Encounters with the Automobile: Exploring Practical Content through Multiple Media" (Anne Dorobis). (MSE)

ED 420 200 FL 025 302

Pennington, Martha C.
Classroom Discourse Frames.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Classroom Communication; Classroom Techniques; *Code Switching (Language); *Discourse Analysis; *English (Second Language); Foreign Countries; Interaction; Language Research; *Language Role; Language Usage; *Limited English Speaking; Linguistic Theory; Second Language Instruction; Secondary Education
IDENTIFIERS- Hong Kong

An analysis of classroom discourse proposes four frames, modeled as concentric circles. The inner most circle is the lesson frame, removed or sheltered from outside influences and most likely, in a language class, to maintain second-language usage. The next frame from the center is the lesson-support frame, an intermediate layer of classroom discourse aimed at clarifying talk, repairing miscommunication, maintaining discipline, and supporting on-task behavior. The third, institutional-support frame is that in which communication relating to the wider school agenda outside a particular class takes place. The outermost circle is the commentary frame, a frame for speaking in one's authentic voice as an individual or community member.

Gordon, Howard R. D.

Selected Instructional Delivery Methods and Teaching Techniques for Teaching School Law Courses.

PUB DATE- 98

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aural Learning; Case Studies; *Cognitive Style; *College Instruction; Higher Education; *Hypermedia; Kinesthetic Perception; *Learning Modalities; Lecture Method; *Legal Education (Professions); Role Playing; Tactual Perception; Teaching Methods; Values Clarification; Visual Learning

This paper reviews the literature on the relevance of learner characteristics and learning styles when planning law school courses, focusing on the instructional delivery methods and teaching techniques applicable to law school courses. It examines the four major learning modalities: kinesthetic, tactual, auditory, and visual; and the four major instructional delivery methods applicable to each, including: (1) lecture, handout, discussion; (2) case study; (3) values clarification; and (4) role playing and mock trial. A major section of the paper covers the elements of hypermedia presentations, with discussions of various aspects of content quality (e.g., accuracy, completeness, distraction, need, social/political considerations, and structure) and design quality (e.g, color, image size, user control, type of media, animation, audio, navigation, record-keeping, security, and pacing). The paper notes that, increasingly, computer technology enables educators to use hypermedia packages for presentations. The paper argues that the challenge for law school professionals is to assess the learning-style characteristics of each student and then provide learning opportunities compatible with those characteristics. (Contains 50 references.) (MDM)

ED 420 222 HE 031 262

Hilmer, Michael J.; Leyden, Dennis Patrick

Are There Too Many Students in Public Higher Education?

PUB DATE- 98

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Choice; Community Colleges; Economic Factors; Economic Impact; *Economics; *Educational Policy; *Efficiency; Enrollment; *Enrollment Influences; Higher Education; Models; Outcomes of Education; *Public Colleges; Public Policy; *Social Planning; State Aid; State Universities; Two Year Colleges

Using a model of rational student choice as its foundation, this study examined whether state policies toward higher education encourage junior colleges and universities to admit too many students. The optimal-size decisions of budget-maximizing junior colleges and universities were derived and compared to the optimal-size decisions of a social planner. Estimates were

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; Faculty College Relationship; *Faculty Evaluation; *Faculty Publishing; Faculty Workload; Females; Higher Education; Minority Group Teachers; *Productivity; Racial Factors; Scholarship; *Sex Differences; Writing for Publication
IDENTIFIERS- ERIC Digests

This digest summarizes a report of a study of the research literature on faculty publication productivity, with special emphasis on gender as a factor in publishing productivity. Major issues addressed by the report include: (1) the existence of significant gender and race differences in publishing productivity, with women and minorities over-represented among nonprolific faculty authors; (2) the relationship of gender to traditional measures of publication quantity and quality, and the finding that gender differences in institutional rewards, such as tenure and salary, remain even when publishing productivity is controlled; (3) reasons for the small percentage of faculty that publish prolifically, including the role of the institution in helping faculty sustain a commitment to publishing through work assignments; (4) reasons why so few women and minorities are among the prolific publishers, noting that productivity reflects career paths, work assignments, interests, and access to resources more characteristic of white men than of most women and minorities; and (5) implications for practice, such as institutional recognition of a broad range of scholarly activities including conference presentations, speeches, and electronic venues of communication. (DB)

ED 420 243 HE 031 293

Creamer, Elizabeth G.
Assessing Faculty Publication Productivity: Issues of Equity. ASHE-ERIC Higher Education Report, Volume 26, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 126p.; For a digest of this report, see HE 031 292.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Faculty College Relationship; Faculty Evaluation; *Faculty Publishing; Faculty Workload; Females; Higher Education; Minority Group Teachers; *Productivity; Racial Factors; Scholarship; *Sex Differences; Writing for Publication

This report reviews the research literature on faculty publication productivity, with special emphasis on the ways in which gender is a factor in publishing productivity. An executive summary notes the following themes: (1) the existence of significant gender and race differences in publishing productivity; (2) the relationship of gender to traditional measures of publication quantity and quality; (3) possible reasons why relatively few faculty publish prolifically; (4) possible reasons why few women and minorities are among the prolific publishers; and (5) implications for practice. Chapter 1 describes patterns of faculty scholarly publishing productivity and how these vary by sex, race, and academic field. The second chapter reviews the evidence concerning the relationship between publication productivity and institutional rewards and how these vary by gender and race. A discussion of traditional measures of the quantity and quality of publication audits (1997-2003), lists of auditors and BU principal documents, and site visit schedule.) (MAB)

ED 420 263 HE 031 319

Undergraduate Program Reviews at the University of Ottawa. Report of the UPRAC Auditors.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Accrediting Agencies; *Audits (Verification); Educational Assessment; Evaluation Methods; Foreign Countries; Higher Education; *Institutional Evaluation; Program Administration; Program Evaluation; Program Implementation; Self Evaluation (Groups); Standards
IDENTIFIERS- Council of Ontario Universities; *University of Ottawa (Canada)

Pursuant to the Council of Ontario Universities' procedures for periodic quality reviews of undergraduate programs, auditors examined the policies and programs of the University of Ottawa (UO) during 1997. The English, Chemistry, and Physiotherapy departments were selected for audits of their program review procedures; the Environmental Studies program was selected as a sample of a new program. After examining UO's review policies and program review records, and finding that mechanisms were in place to implement recommendations, the auditors held a site visit. Following a brief introduction and description of the methodology used in the audit, the report includes the following sections: (1) a description of UO program reviews; (2) the general guidelines for program reviews at UO; (3) conformity of the UO review process for existing programs with Audit Committee procedures; (4) conformity of UO policy for implementing new programs with the Audit Committee framework for new programs; (5) the report's conclusions, indicating that UO's review program predated the Audit Committee framework and was in a state of flux at the time of the audit; and (6) a summary of recommendations and suggestions. (Contains the schedule for the first cycle of audits (1997-2003), lists of auditors and UO principal documents, and site visit schedule.) (MAB)

ED 420 264 HE 031 320

Sectoral Skills Needs: The Role of Universities. Task Force on Labour Market Issues: Office for Partnerships for Advanced Skills.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; *Cooperative Programs; *Education Work Relationship; Educational Improvement; Employment; Foreign Countries; Higher Education; *Labor Force Development; Labor Needs; *Partnerships in Education; Relevance (Education); *School Business Relationship; Shared Resources and Services; Technology
IDENTIFIERS- *Canada

This report analyzes the role of the Task Force on Labour Market Issues of the Council of Ontario Universities in meeting industry skill needs, focusing particularly on three sectors: biotechnology, culture, and software/information technology.

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Enrollment Trends; Expenditures; *Financial Support; Foreign Countries; Government Role; Higher Education; Income; *Public Colleges; *State Aid; *State Universities; Tables (Data); Trend Analysis; Tuition
IDENTIFIERS- *Ontario

This report presents 22 figures and 32 tables which detail the financial status of Ontario universities. Highlights note: (1)a continued decline in public funding, with per student operating grants from the provincial government 40 percent lower than two decades ago; (2) students now bear double the tuition cost of two decades ago; (3) per client expenditures have declined in the postsecondary sector, while increasing dramatically for hospitals and elementary/secondary schools; (4) the universities' share of the provincial budget is half what it was two decades ago; (5) Ontario government funding for universities remains tenth out of the ten provinces on a per capita basis; (6) Ontario universities are not keeping up with competitors in the United States; (7) Ontario universities' research infrastructure is in decline; (8) operating revenues per full-time equivalent student diminished by over 15 percent during this period; and (9) compared to other universities, tuition fees at Ontario universities appear relatively low; and (10) growth in faculty and in the number of nonacademic staff since 1983-84 has been well below enrollment increases. (DB)

ED 420 283 HE 031 340

Application Statistics, 1996.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *College Applicants; *College Choice; *Enrollment; Foreign Students; Higher Education; Majors (Students); Place of Residence; Sex Differences; State Colleges; *State Universities; Statistical Data; Tables (Data)
IDENTIFIERS- *Ontario

This report presents student application and registration data at Ontario colleges and universities for the fall of 1996 . Tables provide such data as: a summary of applications and registrations from 1987 through 1996; application and registration ratios for the same period; applications and registered applicants by university and category (1996); applications and registered applicants by gender by university and category (1996); applications and registered applicants by program grouping (1996); applications by choice preference as a percent of total application for each program grouping (1996); summary of other applications, applicants, and registered applicants by educational source of applicants (1996); distribution of secondary school applications and other applicants by geographic origin as a percent of total applications for each university (1996); distribution of registered secondary school applicants and other applicants by geographic origin as a percent of total registered applicants for each university (1996); distribution of secondary school applicants and registered applicants by age and gender (1996); distribution of other applicants and registered applicants by age and gender (1996); and distribution of applicants and registered applicants by country of citizenship and immigration status. Appendices give codes for program and geographic groupings. (DB)

*Computer Uses in Education; Educational Technology; Evaluation Methods; *Instructional Effectiveness; Online Systems; Program Implementation; Student Attitudes
IDENTIFIERS- ERIC Digests; *Technology Integration; *Technology Role

To be effective, technology cannot exist in a vacuum, but must become part of the whole educational environment. New measures of evaluation are under development which would help to better define the role of technology in its wider context. This ERIC digest summarizes the observed benefits of technology implementation and addresses the importance of evaluating the effects of technology on learning. Discussion includes: applications of technology to basic and advanced skills; effects of technology on student attitudes; online technologies; use of technology by teachers and administrators; factors that help technology succeed; and evaluation of the impact on technology. Contains 16 references. (AEF)

ED 420 303 IR 018 924

Bennett, Blythe A.
Internet Resources for K-8 Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; *Elementary School Students; Elementary Secondary Education; *Information Sources; Instructional Materials; *Intermediate Grades; *Internet; Online Searching
IDENTIFIERS- Electronic Resources; ERIC Digests; *Web Sites

Although there are many content-rich resource sites for elementary and middle school students on the World Wide Web, finding such sites can often be difficult. This ERIC Digest describes K-8 curriculum related Web sites that will be of interest to students, teachers, parents, and librarians. The following types of sites are listed: collections of sites; science-related sources; math; social studies; current events; literature; reference materials online; search directories for kids; Web sources for information on new sites for kids; and listservs for information on new sites for kids. Also included are two books useful for finding more K-8 Internet Sites. (AEF)

ED 420 304 IR 018 925

Kasowitz, Abby
Tools for Automating Instructional Design. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

ED 420 325 IR 057 124

Soete, George J.
Evaluating Academic Library Directors. SPEC Kit 229 and SPEC Flyer 229.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Employment Practices; Evaluation Methods; Feedback; Higher Education; *Job Performance; Leadership; *Library Administration; *Library Administrators; *Library Directors; *Library Surveys; Program Development

This SPEC Kit and Flyer focus on performance evaluation of library directors. The survey, included in the SPEC Kit, was sent to all 121 Association of Research Libraries (ARL) directors; 76 directors (63%) responded. The survey asked about factual attributes of director review processes, including frequency of review cycles, participants, and outcomes, as well as about satisfaction with the process. Results are highlighted in the SPEC Flyer in terms of: frequency, lead responsibility, participants, guidelines and criteria, related decisions, and satisfaction with the process. Suggestions for improvements in the following areas are also discussed: measures, context, participant, and feedback. In addition to the representative documents, the SPEC Kit includes a list of responding institutions, a checklist of recommendations, and selected readings. (AEF)

ED 420 326 IR 057 125

Diaz, Joseph R.; Tellman, Jennalyn
Affirmative Action in ARL Libraries. SPEC Kit 230 and SPEC Flyer 230.
PUB DATE- 98
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; *Employment Practices; Futures (of Society); Library Personnel; *Library Statistics; *Library Surveys; *Personnel Selection; Recruitment; Trend Analysis
IDENTIFIERS- Association of Research Libraries

This SPEC Kit and Flyer focus on how libraries gather affirmative action statistics, what types of recruitment practices are used, especially those for protected classes, and what methods are used to retain minority librarians. Of 120 Association of Research Libraries (ARL) libraries polled in 1997, 43 responded to the surve,. Survey results are discussed in the SPEC Flyer in terms of statistics, recruitment, and compliance. Retention strategies are also outlined and trends and emerging patterns are discussed. In addition to the representative documents, the survey form, a list of responding institutions and selected readings are included. (AEF)

ED 420 327 IR 057 126

Soete, George J.
Customer Service Programs in ARL Libraries. SPEC Kit 231 and SPEC

Scarafiotti, and Laura Helminski, presents an institution that alters practices to meet learner needs. "The Urban Community College in the Midst of Change," by J. Marie Pepicello and Marsha Hopkins, analyzes approaches to facilitating adaptive, interactive administrative behavior. "A Feminist Critique of Organizational Change in the Community College," by Barbara Townsend and Susan Twombly, addresses current literature through a feminist perspective. "The Postmodern Challenge: Changing Our Community Colleges," by William Bergquist, compares community colleges with postmodern organizations and makes suggestions for improvement. The final article, "Sources and Information on Organizational Change in the Community College," by Elizabeth Foote, provides an overview of ERIC literature, which includes models of organizational transformation, case studies, and strategies for change. (YKH)

ED 420 346   JC 980 294

Robinson, Kerry
Using Small Group Instructional Feedback (SGIF) as an Alternative to Mid-Course Questionnaires: Practical Guidelines for Instructors and Facilitators.
PUB DATE- 95
NOTE- 14p.; For the "Formative Feedback Strategy" guidelines, see JC 980 295.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Faculty; Community Colleges; Evaluation Methods; Faculty Development; Foreign Countries; *Formative Evaluation; Instructional Effectiveness; *Instructional Improvement; Models; *Small Group Instruction; Student Attitudes; Student Centered Curriculum; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Role; Teacher Student Relationship; Teaching Methods; Teaching Skills; Two Year Colleges

The Small Group Instructional Feedback (SGIF) method was originally designed in 1976 by D. Joseph Clark to obtain formative feedback from students and help improve course quality and teacher effectiveness. In the SGIF method, a facilitator meets with students, gathers feedback on an instructor's performance, and reviews these students' comments, privately, with the instructor. This document provides a detailed set of guidelines for instructors and facilitators who wish to implement the SGIF method, which consists of five steps: (1) preparation; (2) conducting the SGIF session; (3) facilitator/instructor meetings to discuss student feedback; (4) instructor acknowledgement of feedback; and (5) follow-up meeting between facilitator and instructor. The benefits of SGIF, compared with questionnaire use, are discussed, and experience necessary to facilitators and instructors are described. A sample SGIF form is appended. Contains 10 references. (EMH)

ED 420 347   JC 980 295

Robinson, Kerry
Using Small Group Instructional Feedback (SGIF) as a Formative Feedback Strategy for Audioconference Courses: Practical Guidelines for Audioconference Instructors and Facilitators.
PUB DATE- 95
NOTE- 19p.; For the "Alternative to Mid-Course Questionnaires" guide, see JC 980 294.

(7 de Enero--29 de Febrero de 1996). Informe Curso sobre (Education, Health and Welfare for Small Children. January 7 - February 29, 1996. Report of a Course.)
PUB DATE- 96
NOTE- 56p.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Child Health; *Child Welfare; Cooperative Planning; Coordination; Foreign Countries; Minicourses; Preschool Children; Preschool Education; *Professional Development; Workshops
IDENTIFIERS- Israel

This Spanish-language report (with an English summary) describes a course on interagency cooperation held at the Golda Meir Mount Carmel International Training Center in Haifa, Israel. The course, with 30 Central and South American participants, discusses the necessity of pooling resources and sharing responsibility among institutions in various sectors in order to improve the quality of preschool education through taking better advantage of human and material resources. The course was the third of its kind; basic admission requirements were university studies and a minimum of 8 years work experience. The program consisted of lectures, study visits, workshops, and discussions in heterogeneous groups based on countries and professional functions. The 8-week course began with introductory lectures, which were then expanded theoretically and through observation visits, in order to strengthen the relationship between concepts and practice. Workshops analyzed different professional functions and the possibilities and techniques for cooperation between functions. At the end of the course, each participant presented, both orally and in writing, a project proposal in the field of early childhood education which she considered applicable in her work setting. In many cases, coordination between different institutions was introduced, in order to optimize project results. (Author/EV)

ED 420 367 PS 026 110

Educacion, Salud y Bienestar para el Nino Preescolar y la Familia. (5 de Enero--28 de Febrero, 1997) Informe Curso sobre (Education, Health, and Well-Being of Preschool Children and the Family. January 5 - February 28, 1997. Report of a Course).
PUB DATE- 97
NOTE- 46p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Child Welfare; Community Development; Community Involvement; Field Trips; Foreign Countries; Minicourses; Preschool Children; Preschool Education; *Professional Development; Special Needs Students; Workshops
IDENTIFIERS- Israel

This report describes a course held in Spanish at the Golda Meir Mount Carmel International Training Center in Haifa, Israel. The course considered various themes related to the education, health, and well-being of preschool children. Participants were 30 individuals from Central and South American countries who held decision-making positions in fields such as education, social work, community work, and counseling. The format of the course included daily classes as well as field trips and repelling and magnetic fields; (2) complete circuits which allows electricity to flow; (3) properties of light, including shadows, reflection, refraction, and source of energy; and (4) machines making work easier. Each activity description details the scientific concept, delineates instructional procedures, and lists additional activities. The sessions begins with a group time, including a story to introduce the relevant concept. Teachers introduce children to possible activities, and place materials in learning centers. Adults join children in learning centers, engaging them in questions intended to enhance their understanding. After activities have been completed, children return to group time to share their activities. Part 2 of the curriculum contains additional instructions for each activity and some of the materials used. Part 3 lists books and presents fingerplays and songs relevant to physics principles and appropriate for preschool children. (KB)

ED 420 385 PS 026 542

Summer, Gail L.
Take-Me-Home Activity Packets: Parent-Child Games for Learning.
PUB DATE- 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Educational Games; Learning Activities; Parent Child Relationship; *Parent Materials; Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; *Parents as Teachers; Resource Materials
IDENTIFIERS- Developmentally Appropriate Programs

These activity packets were designed for use with preschool and kindergarten children in Hickory, North Carolina to assist in the link between school and home. As parents use these games to play with their child at home to reinforce what is being learned at school, parents will also learn a more appropriate way to "teach" their child than through worksheets and drill. The publication contains teacher directions for making each activity packet, with a list of materials required to complete the games. Also included are master copies to use in making one set of packets, with parent directions and patterns. The 35 packets cover skills in math, matching, and language development, with the latter activities incorporating several children's books. (EV)

ED 420 386 PS 026 543

Horner, Steve
Single Parenting from a Father's Heart. A Back-to-Basics Guide for Both Sexes.
PUB DATE- 98
NOTE- 348p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Coping; Day Care; Discipline;

learner outcome, competencies, objective, procedures, and additional activities, if any. Types of authentic assessment methods include performance checklists, classroom demonstration, self-evaluation, role playing, story board creation, questionnaires, and poster/collage. (YLB)

ED 419 919 CE 076 526

Everett, Donna R.
A Framework for Curriculum Development in Marketing Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 117p.; For a related Assessment Guide, see CE 076 525.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Business Education; Career Development; Communications; *Competency Based Education; *Distributive Education; *Economics; Instructional Materials; Interpersonal Competence; Learning Activities; Lesson Plans; *Marketing; *Performance Based Assessment; Postsecondary Education; Secondary Education; *Standards; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Missouri

This book is designed to show marketing education teachers how Missouri's Show-Me Knowledge and Performance Standards can be reflected in the Marketing Education Framework. It is organized to present each of the nine competency strands (instructional units) by learner outcome and competencies. The instructional units are as follows: communications in marketing, economic concepts, employment and advancement, human relations in marketing, marketing operations, marketing management, advertising and sales promotion, selling, and marketing concepts. Each learner outcome and competency is cross-referenced to the Show-Me Standards related to knowledge (content) and performance (process). The framework is in table format. For some activities, a suggested assessment instrument is provided in the related assessment guide. (YLB)

Education; Classroom Techniques; Competence; Competency Based Education; *Home Health Aides; *Nurses Aides; *On the Job Training; Postsecondary Education; Teaching Methods; Units of Study; *Workplace Literacy

This document contains modules for two types of training. It provides 20 hours of training to newly hired Nursing Assistant Trainees (NATs) in residential care settings preparing to become state Certified Nursing Assistants (CNAs), using eight stand-alone modules supported by training process guides. It also includes 7 hours of training for newly hired NATs in the home care settings preparing to become state certified Home Health Aides (HHAs), using five stand-alone modules with training process guides. The materials are suitable for workplace literacy programs for adults with low levels of English literacy skills. A learning strategies module serves as an introduction to both programs. The CNA program contains the following modules: understanding your assignment sheet; managing your assignment; basic communication; advanced communication; communicating with families and residents; knowing and understanding your residents; and handling the stress of the floor. The CNA modules follow the same format, consisting of a training process guide for trainers that includes the following: learning objectives, competencies, procedures for trainers and students, vocabulary discovery, use of quoted material, use of job-specific materials, and learner assessment with an answer key; and a participant packet that includes learning objectives, learner preassessment, activity sheets, and information sheets. The HHA program includes the following modules: goal identification and priority setting; time management; following directions and map reading; and stress management. The HHA modules are self-instructional units with the following common elements: rationale and goal, objectives, and competencies; personal contract; learner preassessment; overview; learner postassessment; learner assessment answer key; and summary and closure. Subject-specific sections are included in each module. (KC)

Training Program and presented at the Heavy Duty Alternative Fuels Training Material Development Conference (Nashville, TN, September 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Energy Sources; *Auto Mechanics; Educational Demand; Educational Needs; Educational Supply; Higher Education; Instructional Materials; *Job Training; *Material Development; National Surveys; Needs Assessment; Postsecondary Education; Qualitative Research; Questionnaires; State of the Art Reviews; Teaching Methods; *Technology Education
IDENTIFIERS- *Synthetic Fuels

The needs and opportunities in the heavy-duty alternative fuel vehicle training arena were examined in an informal ethnographic study of the appropriateness and effectiveness of the instructional materials currently being used in such training. Interviews were conducted with eight instructors from the National Alternative Fuels Training Program (which is funded by the U.S. Environmental Protection Agency and administered by West Virginia University) and two training participants (individuals from the heavy-duty vehicle mobile emissions laboratory). It was concluded that material developed for heavy-duty alternative fuel vehicle training programs should accomplish the following: act as preparation for manufacturers' training by including universal instruction in the basic limitations of the systems being worked on and technicians' abilities; focus on common causes of vehicular operating problems, basic timing functions, and requirements for proper fuel distribution; be based on a hands-on training approach; include open-ended learning components; focus on the basic components for emissions; the influences of various engine sensors and adjustments on emissions; adjustments to the emission system that would provide the most efficient power settings; the preventive maintenance function of technicians in the field; and the cost benefits of different engine configurations. (Includes interview questions and a list of participants). (MN)

the statutory, institutional, and political background to vocational education and training (VET), steering of VET systems, funding, and performance of VET systems and the European context. Part 2 discusses research on the socioeconomic frame of VET; developments and changes to the supply and demand sides; macro- and microeconomic costs and benefits of VET; and research on increasing employment by creating new jobs, and future trends in work and skills. Part 3 analyzes individual education and training decisions and implications for vocational guidance; correlation of structural change with apprenticeship training; transition from VET to the labor market; CVT's objectives and actual situation; and problems of disadvantaged groups in training and work. Part 4 discusses proposals on how to proceed with curricular research, role of key qualifications, new learning formats and venues using new technologies, and nonformal learning. Part 5 focuses on principles, methods, and limitations of comparative VET research; European mobility; and recognition and transparency of skills and qualifications. Part 6 offers general conclusions. Appendixes contain 895 references and include: information on VET research institutions, selected networks for research cooperation, sources for descriptions of VET systems in Europe, European Union programs related to VET, and international statistics and classifications. (YLB)

training and learning in the small business sector must look not only at learning within the firm but also at learning between firms and their operating environments. (Contains 33 references) (MN)

ED 419 993 CE 076 708

Hawke, Geof; McDonald, Rod
When Rhetoric Meets Reality. Issues Confronting the National Framework for the Recognition of Training. A Paper Prepared for the Review of the ANTA Agreement.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; *Educational Change; *Educational Needs; Educational Planning; Educational Principles; Educational Quality; Foreign Countries; *National Programs; Needs Assessment; Postsecondary Education; *Student Certification; *Training; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

The National Framework for the Recognition of Training (NFROT) is one of the key structures underpinning training reform in Australia. NFROT's basic principles and fundamental purposes are supported by almost everyone involved with the framework, and there is strong evidence that NFROT has provided considerable benefits to providers and learners alike. Despite these benefits, NFROT's implementation has been plagued by several serious flaws, including the following: confusion regarding the extent to which a "national" system exists; inconsistencies of approach; difficulties of "product recognition"; bureaucratization without quality assurance; confusion about the most appropriate role for industry; and the system's inability to deal with a range of types of training. The following are the paramount issues facing NFROT: whether a national system or nationally consistent system is needed; whether all courses, training programs, and providers should be treated identically; and the extent of regulation required to ensure quality assurance. It is recommended that the system be reformed by exercising one of three options for structural reform (a single authority, model legislation, legislative consistency) and by focusing on providers, improvement, or consistent criteria. (Appended are NFROT's 31 principles and an annotated list of 8 related reports, decisions, etc. The paper contains 27 references.) (MN)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Welfare; Early Childhood Education; Foreign Countries; Intervention; *Trend Analysis; Young Children
IDENTIFIERS- Europe; *Scenarios

The following trends have been in motion in the field of early childhood development (ECD) for some time: (1) the concept of ECD is increasingly taking on additional connotations; (2) in Europe children are becoming a minority group and other age groups, such as the elderly, see them as competitors for the same limited resources; (3) the downward extension of primary school education to include younger age groups will continue; (4) the number of children with access to ECD will grow and a large section of society will be catered for, but at the same time, some groups of socially excluded young families will become virtually unreachable; and (5) international cooperation and exchange of "good practice" will expand and intensify. Some future scenarios can be "willed" and with sufficient "will power" they could actually happen. Most large-scale ECD intervention programs skirt emotive but fundamental issues such as child abuse and neglect, substance abuse, domestic violence, and discrimination. The impact on the well-being of children could be improved if they were to be incorporated. The majority of large-scale intervention programs are conservative in the sense that they seek to provide responses to yesterday's problems. To increase their effectiveness, these programs should anticipate the "newly emerging needs" of children. (MKA)

DESCRIPTORS- *Coding; *Parent Participation; Reading Diagnosis; *Reading Instruction; *Reading Strategies; Remedial Instruction; Spelling; Teaching Methods; *Young Children
IDENTIFIERS- *Code Emphasis Method

Based on the premise that the missing piece of reading instruction is code knowledge, this book is about how to teach a code and the best way for children to learn it. The code used in the book maps 26 symbols to nearly 40 sounds--there are many different ways to spell most sounds, and many symbols stand for more than one sound. Following an introduction by Diane McGuinness, chapters in the book are titled: (1) Reading Explained; (2) Getting Started; (3) Teaching the Basic Code; (4) Adjacent Consonant Sounds; (5) Teaching the Advanced Code; and (6) Multisyllable Management. The book includes: simple diagnostic tests to determine a child's reading level; a "literacy growth chart" to help establish goals; detailed instructions on how to correct faulty reading strategies such as part-word reading and memorizing; lesson plans, hands-on materials, worksheets, stories, word exercises, and games; and lessons constructed to meet the interests and capabilities of children of all ages. An afterword, various tests, and a glossary conclude the book. (NKA)

ED 420 036   CS 013 203

Highsmith, Joni Bitman
Vocabulary Development. School Vision with Lesson Plans (Ages 8-14). CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Elementary Education; Junior High Schools; Lesson Plans; Teaching Guides; *Verbal Development; *Vocabulary Development
IDENTIFIERS- Word Learning

This software product teaches vocabulary development to 8- to 14-year-old students. The software may be used without the printed teaching guide, but educators will appreciate the added dimension and greater convenience that the lesson plans provide. Along with the 12 lesson plans are worksheets, templates, and other materials needed to complete the activities. Teachers are encouraged to adapt the lesson plans to meet their particular teaching needs. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis and several variations. (RS)

Conference on College Composition and Communication (Chicago, IL, April 1-4, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Constructivism (Learning); Higher Education; *Information Sources; Learning Strategies; Online Searching; *Online Systems; *Research Tools; *World Wide Web; *Writing (Composition); Writing Instruction

IDENTIFIERS- *Dialogic Communication; *Interactive Systems; Social Constructivism

As classroom use of the World Wide Web grows, teachers are searching for new standards for evaluating the quality of online resources. Yet by promoting traditional standards of "quality," teachers push students towards viewing the Web as they often view the library, as a place to get "correct" information to support their positions in research papers. This view of the Web as a repository of information reduces its value as an interactive medium. If teachers approach online resources from a standpoint of "use," the Web can be used in a more dialogic way, and almost everything found online can be valued in its position within a larger discourse. Resources can be valued not just for their "accuracy" or "authority," but for how they add different perspectives to an issue, or how their approach to a topic can be juxtapositioned against other resources. In this way, teachers can help students engage the Web in more interactive, synthetic, and creative research. Viewing online resources with a binary valuable/invaluable mindset devalues the communicative and dialogic natures of many online resources--the Web, newsgroups, e-mail discussions, etc.--and thus runs counter to strongly held beliefs about the social construction of knowledge. Only when teachers begin using the Web in a manner consistent with its dialogic nature and their social constructionist beliefs will they fully benefit from its potential for the composition classroom. (Contains five references.) (Author/CR)

Practice; Writing Contexts

This paper discusses the use of portfolios by administrators who may use them to self evaluate, monitor professional growth and development, document specific competencies, or prepare for a job interview. While the primary outcome of the portfolio is to assist the administrator in developing a better knowledge of his/her professional self, the paper notes that the artifacts collected and the reflections written can be used in a variety of ways. The paper states that the collection of artifacts is the first step of creating a portfolio, and the second step is to reflect on the materials and make personal adjustments about professional strengths, weaknesses, accomplishments, failures, aspirations, and goals. A portfolio, according to the paper, if constructed in an education administration graduate program, may consist of documents, papers, articles, certificates, letters, projects, work samples, test scores, and/or other materials which have been specifically selected for a particular purpose or need. The paper (1) focuses on several current uses of Administrative Portfolios for the emerging administrator and the administrative practitioner, noting that there are three types of portfolio: the Professional Development Portfolio, the Career Advancement Portfolio, and the Evaluation Portfolio; (2) reports the findings of a survey of California administrators on the suggested content of such portfolios; and (3) describes the use of the Administrative Portfolio for the induction, development, and assessment of administrative credential candidates at California State University, Fresno. (Contains nine references.) (NKA)

web sites, and the National Association of Secondary School Principals' Web site. Appendices list sites providing education-related resources and search engines. A glossary and an index to sites by alphabetical order are also provided. (RJM)

ED 420 099 EA 029 070

Keegan, Lisa Graham
Plan for Education in Arizona.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Change Strategies; Educational Change; Educational Finance; *Educational Innovation; Elementary Secondary Education; *School Restructuring
IDENTIFIERS- *Arizona

This booklet presents steps Arizona has taken to reform education in order to improve student achievement. This guide is divided into four parts: (1) overview; (2) moving toward a student-centered system; (3) student achievement; and (4) school finance. The importance of having a well-educated work force is emphasized, as is the importance of student achievement. Issues in student achievement that receive special attention include standards, assessment, professional development, reading and math enrichment and recovery programs, parental involvement, and school safety. In the area of school finance, issues of concern include the Emergency Capital Needs fund, the School Debt and Construction Cost Study Commission, "how" to research a "pay-as-you-go" system of capital construction, "how" to redirect resources paid on interest toward classroom instruction, "how" to fund all schools on a real-time basis, the student accountability information system, and "how" to pay for major educational obligations. Twelve tables of figures offer data on school dropouts, math scores, drugs in the schools, expenditures per capita, and other information. (Contains 19 references.) (RJM)

Education; *Expenditure Per Student; *Expenditures; *Income;
Preschool Education; *Public Education; Surveys; Tables (Data)

Nearly $288 billion of revenues were raised by local, state, and federal governments to fund public education for students in prekindergarten through the 12th grade in school year 1995-96. Revenues ranged from a high of nearly 31 billion in California to a low of $618 million in North Dakota. Nationally, revenues increased an average of 5.3 percent over last year's revenues (in unadjusted dollars). State, intermediate, and local governments provided 93.4 percent of all revenues; the federal government's contribution was 6.6 percent. Current expenditures (excluding construction, equipment, and debt financing) came to $255 billion, representing a $5 billion (2.7 percent) increase over expenditures in the previous fiscal year. About $157 billion (62 percent) in current expenditures went for teachers, textbooks, and other instructional services and supplies. An average of $5,689 was spent on each student--an increase of .6 percent from 5 years ago (adjusting for inflation). Four states (New Jersey, Connecticut, New York, and Alaska) and the District of Columbia spent more than $8,000 per pupil. Two states (Mississippi and Utah) spent less than $4,000 per pupil. Included are definitions of terms, two figures, and four tables. (MLH)

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; *Educational Assessment; Elementary Secondary Education; Information Management; Information Needs; *Information Theory; *Outcomes of Education; *Program Development; Student Educational Objectives

This paper discusses how educational program developers can design useful systems for gathering ongoing information about program outcomes to aid in the decision-making process. An introductory section offers basic definitions and a rationale for collecting outcomes information. Next, roadblocks to using information for decision making are identified. These include too much information, a perception of information as threatening, and the psychology of using information for making decisions. The remainder of the paper elaborates on requirements of an effective system for monitoring programmatic outcomes. These include: (1) identification and involvement of key stakeholders throughout the process; (2) establishment of a program vision; (3) development of measurable outcome goals; (4) development of indicators for these goals; (5) identification and prioritization of needs; and (6) development of action plans to reduce needs and achieve goals. The paper concludes that to be effective, a measurement system must produce information useful to teachers and other individuals who have the closest contact with students. (Contains 32 references.) (DB)

ED 420 140 EC 306 481

Assistive Devices for Use with Personal Computers. Reference Circular No. 98-01.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computers; *Disabilities; Information Sources; Input Output Devices; *Technology

The devices listed in this reference circular are designed to assist people with visual or physical disabilities to access information displayed on a computer screen. These devices include screen magnifiers, screen readers, web browsers, and devices that convert print into synthetic speech or braille. Section 1 lists available products. Section 2 gives the addresses and telephone numbers of the producers and vendors and Section 3 provides a selective list of 36 books and journal articles that evaluate specific devices. Also included are 16 Internet resources on assistive technology. (DB)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Drinking Water; *Educational Facilities Improvement; Elementary Secondary Education; Facility Guidelines; Facility Improvement; *Hazardous Materials; *Lead Poisoning; Plumbing; *Water Quality
IDENTIFIERS- *Lead (Metal)

Lead levels in school drinking water merit special concern because children are more at risk than adults from exposure to lead. This manual provides ways in which school officials can minimize this risk. It assists administrators by providing: (1) general information on the significance of lead in school drinking water and its effects on children; (2) information on how to detect the presence of lead and how to pinpoint its source; (3) advice on steps that administrators can take to reduce or eliminate lead in their school's drinking water; and (4) the information necessary to train personnel in sampling and in initiating remedial programs. The school official whose responsibility it is to test for and to remedy lead in drinking water will vary by location. The manual outlines the Safe Drinking Water Act of 1974 and details how lead leeches into the water system. Suggestions on when to expect lead contamination, how to develop a plumbing profile for a school, and getting a school's water tested are also covered. Sampling protocol addressed includes general sampling procedures, sampling service connections, initial screening samples, follow-up samples, and sampling interior plumbing. The report concludes with a chart mapping an overall sampling strategy, two line drawings illustrating suggested sample sites for a single-level and a high rise building, a graphic depicting the flow of the water supply to a water fountain and bubblers from the central chiller, and forms for the initial screening and follow-up samples. The appendix provides information regarding the preservation of samples and sample containers. (Contains a glossary of terms.) (RJM) around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section addresses design and development of language curricula. An introductory chapter offers an overview of the guide, suggestions for identifying curriculum development needs, and a schedule for curriculum development tasks. Subsequent chapters outline a step-by-step plan for: conducting a needs assessment (working with questionnaires and follow-up interviews, open-ended needs assessments, curriculum development with limited time and resources, analyzing results), including some sample instruments; selecting and sequencing competencies (integrating competencies with major pre-service training events, grammar and a competency-based curriculum, integrating cross-cultural concerns, integrating cultural themes, identifying and integrating technical competencies and other sectors within the curriculum); developing instructional content, with sample curricula from the field; and curriculum assessment and revision. (MSE)

This is the most permeable to outside influences relating to popular culture and vernacular language. The model of classroom communication is illustrated using data from Hong Kong classroom interactions in a secondary school English class with a Cantonese-speaking teacher and students. The different frames of communication and use of different codes (English, mixed, Cantonese) are analyzed. Contains 16 references. (MSE)

ED 420 201　　　FL 025 303

LoCastro, Virginia
Learner Subjectivity and Pragmatic Competence Development.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Case Studies; *Communicative Competence (Languages); Cultural Context; Foreign Countries; *Japanese; Journal Writing; Oral Language; Personal Narratives; *Pragmatics; Second Language Learning; Student Attitudes
IDENTIFIERS- Japan

A researcher undertook a study of her own second language learning progress, focusing on development of pragmatic competence in Japanese and the relationship between language and social identity while living and working in Japan. The study addressed three areas: the formal instructional context of studying Japanese in Japan; the influence of the social context; and the learner's social and cultural identity in relation to efforts to increase pragmatic ability in Japanese. Data were gathered in a diary on experiences, thoughts, and insights concerning the three areas of study; in an oral proficiency interview conducted at the beginning of the project; and in discussions with other non-Japanese and Japanese individuals. With regard to the educational context for learning Japanese, findings concerning the teacher and concerning group vs. individual lessons are discussed. The influence of social context on pragmatic development is then examined in out-of-class encounters, noting the difficulty of finding "safe" contexts in which to practice language skills. In discussing the role of the learner's social and cultural identity in pragmatic development, focus is on the subjectivity involved in constructing those identities in this context. Contains 10 references. (MSE) based on 1993-94 academic year data for average tuition, subsidy levels, and enrollments, along with average earnings by education status and graduation rates. These estimates suggested that junior colleges and universities behaved inefficiently by admitting more than the socially optimal number of students. The per-student subsidy levels that would be required to encourage both types of institutions to make socially efficient decisions were then determined. Finally, it was noted that government policies aimed at reducing the cost associated with transferring from a junior college to a university are demonstrated to improve the efficiency of the university system and worsen the efficiency of the junior college system. (Contains 20 endnotes.) (MDM)

ED 420 223 HE 031 263

Barnes, Laura L. B.; Bull, Kay S.; Campbell, N. Jo; Perry, Katye M.
Discipline-Related Differences in Teaching and Grading Philosophies among Undergraduate Teaching Faculty.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Attitudes; *Educational Objectives; *Educational Philosophy; *Grading; Higher Education; Individual Development; *Intellectual Disciplines; Student Evaluation; Surveys; Teaching Methods; *Undergraduate Study
IDENTIFIERS- Gatekeeper Role

This study examined the relationship among beliefs about grades and teaching goals of college faculty, along with the extent to which there exist systematic differences among the academic disciplines with respect to these beliefs and goals. A national sample of 442 undergraduate teaching faculty responded to a survey asking them to rate the importance of 6 clusters of teaching goals. The survey also measured orientations toward a preference for norm-referenced or criterion-referenced grading, and beliefs about using grades to sort and select students on the basis of achievement. The results indicated that faculty in hard, pure disciplines (such as math and science) tended to believe more strongly in the gatekeeping function of grades (the sorting and selecting of students) than did faculty in soft, applied life disciplines (such as education) and soft, pure, nonlife disciplines (such as history). Faculty who viewed their primary role as one of teaching students subject matter facts and principles held stronger gatekeeping attitudes than did faculty who identified their primary teaching role as one of fostering student development and personal growth. (Contains 14 references.) (MDM) productivity appears in the third chapter. A summary of conceptual explanations for gender differences in publishing productivity, using the categories of individual characteristics, institutional factors, environmental factors, and the cumulative advantage perspective, is provided in Chapter 4. Chapter 5 examines these categories for prolific publishers. A summary of implications for practice and future research is presented in the last chapter. (Contains approximately 140 references.) (DB)

ED 420 244 HE 031 294

Schilling, Karen Maitland; Schilling, Karl L.
Proclaiming and Sustaining Excellence: Assessment as a Faculty Role. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; For the full report, see HE 031 295.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *College Faculty; Educational Assessment; Faculty College Relationship; Faculty Evaluation; Higher Education; Models; Program Evaluation; *Resistance to Change; Teacher Attitudes; Teacher Role
IDENTIFIERS- *ERIC Digests

This digest summarizes a report that addresses trends and issues in assessment in relation to the role of college faculty, including advances in assessment to make it more congenial to faculty, different ways in which institutions have approached assessment, and how assessment can be viewed as a faculty role. The report identifies such major shifts in the framework of assessment as focusing on talent development, making direct ties to teaching practice, and attending to the politics underlying judgments of effectiveness. Changes in practice or assessment methods listed include fitting measures to a local context and seeking convergence of multiple measures. Also noted are changing policies governing assessment, such as changing notions of accountability and the move to performance indicators. Six different institutional approaches to assessment are identified, including assessment as part of an institution's fabric, assessment as it relates to accountability, and assessment as scholarship. Finally, six conditions are suggested as necessary if faculty is to view assessment as an integral part of its role. These include embedding assessment in a fiscal and policy context that supports innovation; basing assessment on evidence and forms of judgment that disciplinary specialists find credible; and identifying assessment as a stimulus to reflective practice. (DB)

Also included are the findings of an earlier study on the skill needs and training requirements in the electrical/electronics and tourism/hospitality sectors. The report notes the following themes common to all sectors: (1) communication, cooperation, and learning skills gained from university education are valued in the workplace; (2) industry wants a practically oriented curriculum that will give students real world skills; (3) industry desires improved communication to facilitate greater input regarding evolving skill needs; (4) industry wants enrollments to respond more quickly to labor market needs; (5) employers value cooperative education and other work-based programs; (6) industry requires broader skills training, including skills once associated only with management positions; (7) training methods must be immediately relevant and delivered using flexible and accessible methods; and (8) employees must be exposed to the latest technological developments. The report concludes with recommendations for future actions and strategies to address the skills shortages identified. (Appendices contains members of the Task Force on Labour Market issues and sector representatives.) (MAB)

ED 420 284 HE 031 341

Corbett, Kathryn L.; Preston, Kathleen
From the Catbird Seat. A History of Women's Studies at Humboldt State University, 1971-1996.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Curriculum Development; *Educational History; Females; Higher Education; Institutional Research; Majors (Students); Program Development; State Universities; *Womens Studies
IDENTIFIERS- *Humboldt State University CA

This 25-year history of the women's studies program at Humboldt State University (California) is based on two surveys completed by former and current program leaders (n=10), faculty members (n=18), and students (n=201), as well as on the authors' personal recollections. After an introductory chapter, individual chapters address the following topics: (1) origins of the program; (2) the academic program, including courses, structure, and definitions; (3) the faculty, from the original nine program founders through the 1970s, 1980s, and 1990s; (4) the students, and changes through the 1970s, 1980s, and 1990s; (5) program leadership and the changing role of the Women's Studies program leader; (6) women's studies beyond the classroom; and (7) issues and trends, such as women's studies as a program or a department, women's studies as a discipline, tokenism, course selection, cross-listing of courses, teaching diversity, and the women's center. A concluding chapter offers final thoughts of the two authors. Attached are a timeline and an appendix which includes titles of women's studies courses, names of instructors and program leaders, the survey questions, a curriculum analysis (by George A. Corbett), a summary of women's studies classes by term and year, and a complete roster of women's studies and related classes. (Contains 15 references.) (DB)

DESCRIPTORS- Authoring Aids (Programming); *Computer Assisted Design; Computer Oriented Programs; Expert Systems; *Instructional Design; Instructional Effectiveness; Instructional Improvement; *Instructional Materials; Management Information Systems; Material Development
IDENTIFIERS- ERIC Digests

The instructional design process encompasses a set of interdependent phases including analysis of learners, contexts and goals; design of objectives, strategies and assessment tools; production of instructional materials; and evaluation of learner performance and overall instructional design effort. Automated instructional design (AID) tools assist instructional designers and others in creating instructional products to improve learning. In general, AID tools that support the planning and evaluation phases of ID are not as widely used by practitioners as tools that focus on the authoring and media production phases. Regardless of its strength or approach, the value of a particular tool or type of system is measured by how well it can support a particular designer's task. This ERIC Digest focuses on four types of tools that guide users through the ID process: expert systems, advisory systems, information management systems, and electronic performance systems. Authoring tools are also mentioned as popular mechanisms for supporting the production of computer-based instruction. (AEF)

Flyer 231.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Employment Practices; Information Services; Library Administration; *Library Services; *Library Statistics; *Library Surveys; Training
IDENTIFIERS- Association of Research Libraries; *Customer Services

This SPEC Kit and Flyer focus on the extent to which Association of Research Libraries (ARL) libraries engage in formal or organized customer service programs. Seventy-five out of the 121 member libraries responded to the customer service program survey (61%). The SPEC Flyer discusses results in terms of customer service program characteristics, training, data-gathering, and benefits. In addition to representative documents, the SPEC Kit contains a list of responding institutions, the survey questionnaire, and selected readings. (AEF)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Faculty; Community Colleges; Distance Education; Evaluation Methods; Faculty Development; Foreign Countries; *Formative Evaluation; Instructional Effectiveness; *Instructional Improvement; Models; *Small Group Instruction; Student Attitudes; Student Centered Curriculum; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Teacher Role; Teacher Student Relationship; Teaching Methods; Teaching Skills; Teleconferencing; Two Year Colleges
IDENTIFIERS- *Small Group Instructional Diagnosis

The Small Group Instructional Feedback (SGIF) method was originally designed for face-to-face classrooms in 1976 by D. Joseph Clark to obtain formative feedback from students and help improve course quality and teacher effectiveness. In the SGIF method, a facilitator meets with students, gathers feedback on an instructor's performance, and reviews these students' comments, privately, with the instructor. This document provides a detailed set of guidelines for instructors and facilitators who wish to implement the SGIF method for audioconference courses. The method consists of five steps: (1) preparation; (2) conducting the audioconference SGIF session; (3) facilitator/instructor meetings to discuss student feedback; (4) instructor acknowledgement of feedback; and (5) follow-up meeting between facilitator and instructor. The benefits of SGIF, compared with questionnaire use, are discussed, and experience necessary to facilitators and instructors are described. A sample audioconference orientation questionnaire and SGIF form are appended. Contains 14 references. (EMH)

workshops. The report includes discussions of the: (1) plan of the course; (2) course contents; (3) course activities related to children's education, field trips, health and care of children with special needs, and social well-being and community development; (4) participants' tourist activities outside the time of the course; (5) participants' comments and suggestions; and (6) course evaluations. Appendixes include a list of participants, a list of instructors, the course schedule, a list of participants' final projects, and information on the course final evaluations. (BC)

ED 420 368 PS 026 309

Whitker, Shirley
Correlation between Attendance and School Readiness of Kindergarten Students.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attendance; *Black Students; Kindergarten; *Kindergarten Children; Performance Factors; Primary Education; *School Readiness; Truancy
IDENTIFIERS- African Americans; Metropolitan Readiness Tests

One strategy that can provide immediate results in improving African American kindergarten students' success in school is improving attendance. This study examined the effect of school attendance on African American kindergarten students' learning readiness. Thirty kindergarten students in three classrooms at one Chicago school completed the Metropolitan Readiness Test. After Pearson Product-Moment Coefficients were determined, the results suggested a correlation between classroom attendance and students' readiness. Based on the findings, recommendations include reminding administrators and staff of the correlation between attendance and student readiness, and holding parents accountable for unexcused and/or excessive absences. (Contains 12 references.) (JPB)

*Fathers; Interpersonal Communication; Money Management; *One Parent Family; *Parent Child Relationship; Parenting Skills

IDENTIFIERS- Disciplinary Styles; Parenting Styles

This book addresses the void in father-oriented parenting material by offering, from a father's point of view, practical, thoughtful, and inspiring solutions to help single parents and their children be more effective, productive, and content. The book's chapters are: (1) "Dedication Comes First," covering such topics as how parents view themselves as single parents, learning to be dedicated, and setting goals; (2) "Effective Communication," addressing techniques to create and maintain open dialogue; (3) "Coping," with topics such as the inevitable struggle, finding support, the family myth, and dealing with stress; (4) "Family Finances," including instilling a sense of value of money in children; (5) "Child Care," including how not to lose the help of a family member; (6) "Teaching Discipline: Obedience to Rules," covering four elements of discipline, corporal punishment, and styles of parental control; (7) "Building Responsibility: Being Accountable," discussing teaching children important values; (8) "Time to Eat," covering meal preparation; and (9) "Where's Your Level of Happiness?," discussing important issues of single parenting. (EV)

ED 420 387 PS 026 544

Robinson, Robert A.
Food Assistance: Child Care Centers Sponsored by Schools Participating in the National School Lunch Program.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care Centers; Elementary Education; *Lunch Programs; National Surveys; School Age Day Care
IDENTIFIERS- *Child and Adult Care Food Program; Reauthorization Legislation; School Based Services; *School Lunch Program

In the process of reauthorizing child nutrition programs, Congress is considering a consolidation proposal to permit schools that participate in the National School Lunch Program (NSLP) and also operate Child and Adult Care Food Programs (CACFP) outside-school-hours care centers to receive their federal reimbursement through NSLP for snacks provided in their centers. This telephone survey examined the number of CACFP centers that are operated by schools participating in the NSLP. Officials in 50 states and the District of Columbia provided information on the number of CACFP child care centers that were sponsored by schools participating in NSLP and those CACFP centers categorized specifically as outside-school-hours care centers, also sponsored by schools participating in NSLP. Findings indicated that about 80 percent of all CACFP child care centers had no affiliation with NSLP schools, with about 10 percent of the remaining CACFP centers sponsored by NSLP schools and 10 percent located in NSLP schools but sponsored by other organizations. For outside-school-hours CACFP centers, 36 percent had no affiliation with NSLP schools, about 30 percent were sponsored by NSLP schools, and about 35 percent were located in NSLP schools but were sponsored by other organizations. Less than 2 percent of the 88,900 schools participating in NSLP sponsored CACFP outside-school-hours care centers. (KB)

ED 420 388 PS 026 545

Knadel, Judy Starks
Attachment Disorder: Its Impact on Preschool and Social Settings.
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attachment Behavior; Child Behavior; Discipline; Intervention; Literature Reviews; Outcomes of Treatment; Preschool Education; Symptoms (Individual Disorders); *Therapy; *Young Children
IDENTIFIERS- *Attachment Disorders; Security of Attachment

This paper investigates the characteristics of attachment and attachment disorders and attempts to specify techniques used by psychologists, teachers, therapists, and parents to enhance the learning environment of unattached children. The paper includes a review of literature resources discovered through the computerized systems of the Education Resources Information Center (ERIC) and Info Trac as well as behavioral sciences reference texts. The paper also incorporates information from The Attachment Center at Evergreen Workshop held in Sioux

ED 420 407 PS 026 573

Fisher, Bobbi
Joyful Learning in Kindergarten. Revised Edition.
PUB DATE- 98
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Classroom Environment; *Classroom Techniques; Dramatic Play; Educational Philosophy; Emergent Literacy; Full Day Half Day Schedules; *Kindergarten; *Kindergarten Children; Language Experience Approach; Learning Activities; Learning Centers (Classroom); Learning Theories; Mathematics Instruction; Parent Participation; Parent Teacher Cooperation; Primary Education; Reading Instruction; Scheduling; Science Instruction; Student Centered Curriculum; Student Evaluation; Teacher Role; *Whole Language Approach; Writing Instruction

Applying the conditions of natural learning to create caring kindergarten classroom environments may support students as lifelong learners. This book presents a natural learning classroom model for implementing a whole-language approach in kindergarten. The chapters are as follows: (1) "My Beliefs about How Children Learn"; (2) "Applying Whole Language Theories," describing Cambourne's (1988) learning conditions and Holdaway's (1986) natural learning classroom model; (3) "The Room," focusing on permanent and temporary learning centers; (4) "The Start of the Day"; (5) "Shared Reading: Theory," describing shared reading sessions, literacy sets, schema development, and use of familiar texts; (6) "Shared Reading: Practice"; (7) "Organizing Choice Time," focusing on the I CARE System; (8) "Reading during Choice Time"; (9) "Writing during Choice Time,"; (10) "Math and Physical Science during Choice Time"; (11) "Art during Choice Time"; (12) "Dramatic Play Environments"; (13) "The End of the Day," (14) "Assessment," including recording forms and assessment procedures; (15) "Communicating with Parents"; (16) "Questions Teachers Ask," about issues such as full-day programs, specialist teachers, objectionable toys, and child engagement; (17) "Classroom Management and Organization," detailing the I CARES procedure; (18) "Language Arts," elaborating on the theory and practice of reading and writing; and (19) "Generative Curriculum," examining dramatic play environments and ways to meld teachers' and children's interests and the prescribed curriculum. Four appendices include reproducible forms and classroom ideas. Contains lists of 192 children's books, 26 professional resources, 19 books for parents, and 153 professional references. (Author/KB)

ED 420 408 PS 026 576

Iverson, Carol J.; Klahn, Julie K.
Roles for School Nurses in Adolescent Pregnancy: Prevention, Intervention and Support.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 420 424 PS 026 597

Phillippi, Klotylda
Mandating a Constructivist Approach to Early Elementary Literacy Instruction: The Intended and Unintended Consequences in One School District.
PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 15, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Change; *Educational Policy; Educational Practices; *Literacy Education; *Primary Education; Reading Skills; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Barriers to Implementation

In 1988, a school district implemented a reform which was promoted as originating both in research and in the practice of teaching. The reform policy was designed to improve the teaching of young children by mandating a constructivist, child-centered, and developmentally appropriate approach. Since the philosophy and practices mandated in the policy were already in place with some teachers, and because the policy was developed by a committee of respected local educators, it was seen as a grass-roots effort based in the practice of teaching. This qualitative study examines the effectiveness of these educational reforms, particularly the demands that administrative policy made on teaching practice. Data were collected over a 2-year period by means of interviews with 4 central office administrators, 2 school board members, 8 elementary school principals, 6 learning specialists and 17 teachers. The analysis focused specifically on early literacy instruction. While there was a sense among some of the staff of increased professionalism, a decrease in the practice of tracked ability grouping for reading, and a reported improvement in the classroom atmosphere, there was also the unintended consequence of resistance by some of the teachers to implementing the policy. Many teachers were not convinced that the teaching practices mandated would improve student learning. These consequences resulted from a mix of an underestimation of the demands the policy would make on practice, the difficulty involved in moving from a transmission model of teaching and learning to a constructivist approach, the inability of the district to provide for teaching learning, and unexamined questions of the power of others to decide the best approach to teaching. Contains 68 references. (JPB)

ED 420 425 PS 026 598

Guide to the Family and Medical Leave Act: Questions & Answers. Fourth Edition.
SPONS. AGENCY- Ford Foundation, New York, NY.; Levi Strauss Foundation, Inc., San Francisco, CA.; Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 420 443 PS 026 642

Warren, Louis L.; Allen, Michael G.; McKenna, Beverly
Exploratory Programs in Alabama Middle Grades Schools.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discovery Learning; *Discovery Processes; Early Adolescents; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools
IDENTIFIERS- Alabama; Exploration; *Exploratory Studies; Middle School Students

Many educators believe that middle grades schools have a responsibility to capitalize on the natural curiosity of young adolescents through the use of an exploratory curriculum to help students understand the world in which they live. This study examined the status of middle grades exploratory programs in Alabama. A 22-item questionnaire was sent to the 178 Alabama schools enrolling sixth or seventh graders; 43 questionnaires were returned. Findings indicated that 77 percent of respondents had some sort of exploratory program, with exploratory courses such as art or computers the most common. Nine percent of schools each offered elective mini-courses such as personal finance or integrated exploratory activities into the curriculum. The most influential factors behind including exploratory programs were the Boards of Education, middle level education literature, the superintendent, and the school principal, with many schools indicating that more than one constituency influenced the decision to include exploratory activities. Factors influencing curriculum success were adequate staff development, faculty witnessing exploratory programming in daily operation, and staff involvement. Seventy-three percent of schools required exploratory classes although about 40 percent allowed students to select exploratory courses. Only 18 percent of schools provided the opportunity to extend learning beyond the immediate classroom. The attitude of those involved in exploratory programming was overwhelmingly favorable. Major problems identified included scheduling, lack of course variety, personnel, facilities, student apathy, lack of sufficient funding, meeting state mandates, and lack of resources. (KB)

ED 420 444 PS 026 643

Nash, Robert J.
Answering the "Virtuecrats": A Moral Conversation on Character Education. Advances in Contemporary Educational Thought Series, Volume 21.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Liberalism; Modernism; *Moral Development; *Moral Values; Philosophy; Politics of Education; Social Change; *Social Values; *Values Education
IDENTIFIERS- *Character Education; Communitarianism; Historical Background; Libertarian Community; Postmodernism

The book examines approaches to moral education, first attempting

ED 420 460 RC 021 539

Minde, Emma; Ahenakew, Freda, Ed.; Wolfart, H. C., Ed.
kwayask e-ki-pe-kiskinowapahtihicik = Their Example Showed Me the Way: A Cree Woman's Life Shaped by Two Cultures.
PUB DATE- 97
NOTE- 319p.
LANGUAGE- English; Cree
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Translations (170)
DESCRIPTORS- Acculturation; *American Indian Culture; American Indian Education; American Indian History; Autobiographies; Canada Natives; Catholics; *Cree; *Cree (Tribe); *Family Life; *Females; Foreign Countries; Homemakers; Marriage; *Nonformal Education; Personal Narratives; Values
IDENTIFIERS- Alberta; *Cultural Values

Emma Minde (nee Memnook)was born in 1907 in Saddle Lake, Alberta. In 1927 she was given by her father in an arranged marriage to Joe Minde, who lived in Hobbema, Alberta. In this recorded autobiography taped in 1988 when she was 81 years old, little is said about her parents and her life as a child other than that she spent 7 years at a Catholic-run boarding school. She begins her narrative (with text on facing pages in Cree and English) by telling about the ways of the past when her people were self-sufficient in obtaining food and clothing by hunting, fishing, making leather, gathering berries, and sewing moccasins and clothes. She points out that this relationship with the land is no longer possible and that her people have had to adapt to the white man's ways in order to live. She tells about her arranged marriage to her husband, his drinking, his hard work, his good nature, and his kindnesses to others. Throughout the book, her narratives often turn to didactic summaries of both Cree and Catholic teachings of hard work, doing good, the sanctity of marriage and the home, raising children properly, doing one's duty, charity, and following Christian teachings. Emma describes in great detail the two women who shaped her life: her mother-in-law, Mary-Jane Minde, and her husband's uncle's wife, Mary. She relates how they taught her to do beadwork, clean house, garden, cure meat, dry berries, cook, and help out with farm animals and crops. But most of all, they set an example of how to live an obedient, hard working life guided by firmly held beliefs. An introduction comments on the education of a Cree woman, the convergence of Cree and Catholic values in Emma's world view, and linguistic aspects of Emma's Cree narrative. Over a third of the book consists of a Cree-English glossary and a selective index of English equivalents to each Cree stem. (SAS)

ED 420 461 RC 021 543

Haas, Toni; Nachtigal, Paul
Place Value: An Educator's Guide to Good Literature on Rural Lifeways, Environments, and Purposes of Education.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Change Strategies; Citizen

ED 420 476 RC 021 583

Stevens, Jean; Drake, Robert; Huber, Candace; Powers, Betty; Reuland, Kris
Building Business Awareness in Rural New York.
PUB DATE- 97
NOTE- 15p.; In: Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast Technical Assistance Conference (Saratoga Springs, NY, November 17-18, 1997); see RC 021 578.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Education; *Education Work Relationship; Educational Innovation; Elementary Secondary Education; Employment Potential; Program Descriptions; *Rural Education; *School Business Relationship; Simulation; Work Experience
IDENTIFIERS- *New York

Half of New York State's 50 school-to-work (STW) programs are in rural areas. Following background on the development of New York's STW initiative, this paper describes four programs that are overcoming rural barriers to building an STW system. The GLOW Partnership addressed a primary concern of business partners: over-saturation of the limited number of businesses in a rural area. In response, the program developed a business resource guide--a central listing of potential business partners to be used to identify career information and resources. The Southern Chautauqua County STW Partnership addressed the perception that students were poorly prepared by developing a certificate of employability for students in grades 9-12. The Chemung-Steuben-Schuyler STW Partnership developed seven workplace simulations as a way to expose more students to work activities at a younger age. The portable simulations provide opportunities for students to apply what they learn in their coursework and to understand workplace attitudes and skills. The Capital Regional STW Partnership changed the high school curriculum to eliminate less challenging courses, emphasize applied learning, and encourage students to take more math courses; adopted the Boy Scouts' Learning for Life program to stimulate career awareness at the middle school level; and developed workplace simulations at the elementary level. Sections on each program include background, profile, goals and initial steps, budget, results, and barriers to be overcome. (SV)

ED 420 477 RC 021 584

Ely-Pagan, Lucy; Haugh, Bob; Grover, John; Lauria, Nancy; McKenna, Kerry
School-to-Work Transition: Developing Collaborative Partnerships for the Inclusion of Students with Disabilities at the State, County and Local Level.
PUB DATE- 97
NOTE- 12p.; In: Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast Technical Assistance Conference (Saratoga Springs, NY, November 17-18, 1997); see RC 021 578.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 420 494 SE 061 475

Dossey, John A., Ed.; Swafford, Jane O., Ed.; Parmantie, Marilyn, Ed.; Dossey, Anne E., Ed.

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 1997). Volume 1.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 97

NOTE- 353p.; For Volume 2, see SE 061 476.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Algebra; Cultural Influences; *Educational Assessment; Elementary Secondary Education; Functions (Mathematics); Geometric Concepts; Geometry; Graphs; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Statistics; Teaching Methods; *Thinking Skills

This conference proceedings volume for PME-NA-XIX contains a total of 87 reports: one plenary session report; 39 research reports; 20 short oral reports; 25 poster session reports; and two discussion group reports. Only the plenary and research reports are full reports; the others are generally one-page abstracts. The full reports include: (1) "Participation as Fundamental in Learning Mathematics" (James G. Greeno); (2) "An Undergraduate Student's Understanding and Use of Mathematical Definitions in Real Analysis" (Barbara S. Edwards); (3) "Mis-Generalization in Calculus: Searching for the Origins" (David E. Meel); (4) "Students' Cognitive Approaches to the Concept of Rate" (Rodolfo Oliveros and Manuel Santos-Trigo); (5) "Effects of Different Instructional Approaches on Calculus Students' Understanding of the Relationship between Slope, Rate of Change, and the First Derivative" (Donald T. Porzio); (6) "The Process of Periodicity" (Gilli Shama and Nitsa Movshovitz-Hadar); (7) "The Relationship between Written and Verbal Performances: A Study of First Year Calculus Students' Understanding of the Derivative" (Kathleen G. Snook); (8) "Mathematical Patterns in the Middle Grades: Symbolic Representations and Solution Strategies" (Joyce Wolfer Bishop); (9) "The Relationship of Undergraduates' Beliefs about Learning Algebra and Their Choice of Reasoning Strategies for Solving Algebra Problems" (Albert D. Otto, Cheryl A. Lubinski, and Carol T. Benson); (10) "Teachers' Beliefs and Student Failure in Algebra" (Daniel K. Siebert); (11) "Mandated Assessment Instruments: How Do Teachers Value Them?" (Karen Bell and Thomas J. Cooney); (12) "Using Assessment Practices as a Tool for Changing Teaching Methodology" (Daniel J. Brahier); (13) "A Proposed Method for Assessing Teachers' Pedagogical Content Knowledge" (Janet Warfield); (14) "Assessing Student Work: The Teacher Knowledge Demands of Open-Ended Tasks" (Linda Dager Wilson and Patricia Ann Kenney); (15) "Mathematical Activities in Insurance Agents' Work" (Judit Moschkovich); (16) "A Semiotic Framework for Linking Cultural Practice and Classroom Mathematics" (Norma C. Presmeg); (17) "Educating Non-College Bound Students: What We Can Learn from Manufacturing Work" (John P. Smith, III); (18) "Probability Instruction Informed by Children's Thinking" (Graham A. Jones, Carol A. Thornton, and Cynthia V. Langrall); (19) "Student Understanding of

ED 420 513 SE 061 549

Teaching about Evolution and the Nature of Science.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Elementary Secondary Education; *Evolution; Higher Education; Inquiry; Philosophy; *Religion; Science Activities; *Science and Society; *Science Curriculum; *Science Education
IDENTIFIERS- National Science Education Standards; *Nature of Science

The goal of this guide is to make a distinction between religious faith and scientific knowledge and to dispel the belief that evolution conflicts with religious principles. The seven chapters of the book are designed to help ensure that students receive an education in the sciences that reflects the distinction. Topics covered include the basic concepts of evolutionary theory, definition of basic terms used throughout the book, major themes in evolution, teaching about the nature of science, evolution and the nature of science, teaching evolution through inquiry, evolution and the National Science Education Standards, activities for teaching about evolution and the nature of science, and the selection of instructional materials. (DDR)

ED 420 514 SE 061 550

Yang, Hung-Heng; Tuan, Hsiao-lin
Using Emancipatory Action Research To Implement Cooperative Learning into High School Chemistry Teaching.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Chemistry; Classroom Environment; *Cooperative Learning; *Educational Strategies; Foreign Countries; High Schools; *Metacognition; Reflective Teaching; *Science Instruction
IDENTIFIERS- Taiwan

This study reports on a high school teacher using emancipatory action research to implement cooperative learning strategies in a chemistry class. Data were collected and analyzed using qualitative methods. The findings of the study indicate: (1) students accept cooperative learning if they feel it can increase their ability to learn content; (2) students need to be responsible for their own learning in order to benefit from cooperative learning; (3) cooperative learning increases reflective thinking ability, content learning, and social skills in students; and (4) testing culture and time constraints influence teacher implementation of cooperative learning. (DDR)

ED 420 515 SE 061 553

Doyle, Lynn H.; Huinker, DeAnn; Posnanski, Tracy
Analysis of Initial Interviews with First Cohort Mathematics/Science Resource Teachers: A Study of the Milwaukee

ED 420 539 SE 061 585

Fortier, John D.; Grady, Susan M.; Lee, Shelley A.
Wisconsin's Model Academic Standards for Science. Bulletin No. 8161.
PUB DATE- 98
NOTE- 48p.; For mathematics standards, see SE 061 584.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; Elementary Secondary Education; National Standards; *Science Curriculum; *Science Education; *Standards
IDENTIFIERS- National Science Education Standards; Wisconsin

This document contains Wisconsin's Model Academic Standards for Science. The Wisconsin Model Academic Standards for Science follow the format and the content of the National Science Education Standards. Three of the content standards address the knowledge-base of science while other content standards address the application of knowledge. These standards reflect the change and reform taking place in science education. Sample tasks and student work designed according to the standards are presented. Standards are presented for eight areas: (1) Science Connections; (2) Nature of Science; (3) Science Inquiry; (4) Physical Science; (5) Earth and Space Science; (6) Life and Environmental Science; (7) Science Applications; and (8) Science in Social and Personal Perspectives. Contains a glossary. (ASK)

ED 420 540 SE 061 586

Howard, Peter; Perry, Bob; Lindsay, Margaret
Mathematics and Manipulatives: Views from the Secondary Schools.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Educational Research Association (Singapore, 1996). For related document, see SE 061 587.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Manipulative Materials; Mathematics Curriculum; Mathematics Education; Mathematics Teachers; Secondary Education; *Teacher Attitudes

Manipulatives are being used more frequently in primary school mathematics teaching and learning. This paper calls for a continuing research program including the role and acceptance of manipulatives in secondary school mathematics classes. It also seeks to identify and justify current teacher usage of concrete materials (manipulatives) in secondary school mathematics teaching and learning in a sample taken from schools in Southwestern Sydney. Results provide baseline data concerning the demographics of secondary mathematics teachers and their use of manipulatives. It was concluded that the use of manipulatives in secondary mathematics classrooms is low when compared to that found in primary schools. Contains 26 references. (ASK)

ED 420 541 SO 027 967

Paulston, Rolland G., Ed.
Social Cartography: Mapping Ways of Seeing Social and Educational Change. Garland Reference Library of Social Science, Volume

ED 420 562 SO 028 394

Kids Explore the Heritage of Western Native Americans. Westridge Young Writers Workshop.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Studies; *American Indians; Biographies; Childrens Literature; Cultural Activities; *Cultural Education; Elementary Education; Family History; Family (Sociological Unit); *Folk Culture; Global Education; Navajo (Nation); Sioux (Tribe); Student Developed Materials; Student Publications
IDENTIFIERS- *Native Americans

This book was written by students from all over the United States who participated in a program at Westridge Elementary School (Littleton, Colorado). The book is for anyone who wants to learn about Western Native American culture and heritage. The book tells the story of six Native American individuals and their families who represent different peoples of the Indian nation. Chapter 1 gives an overview of the Muscogee (Creek) heritage with Principal Chief Bill Fife. Chapter 2 explores the Arapaho heritage with Carolyn McLaughlin. Chapter 3 discusses the Navajo heritage with Judge Allen Sloan. Chapter 4 describes the Hopi heritage with Joan Timeche. Chapter 5 includes the Yakama heritage with Frances Smiscon. Chapter 6 presents the Sioux heritage with Calvin Standing Bear. Each family and tribal nation is unique yet similarities are stressed. The book contains numerous illustrations and photographs and concludes with a list of student and teacher participants and an index. (EH)

ED 420 563 SO 028 395

Kids Explore the Gifts of Children with Special Needs. Westridge Young Writers Workshops.
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; Biographies; Childrens Literature; Congenital Impairments; Cultural Activities; Cultural Education; Disabilities; Elementary Education; Exceptional Child Research; Hearing Impairments; Language Impairments; Learning Disabilities; Mild Disabilities; *Physical Disabilities; Severe Disabilities; *Special Health Problems; Speech Impairments; Student Developed Materials; Student Publications; Visual Impairments

This book was written by 245 students in grades 3-8 in a writing program at Westridge Elementary School (Littleton, Colorado). The book is for anyone who wants to learn about children of special needs in the United States. The book tells the story of ten young people and the challenges faced by their physical or mental condition. Chapter 1 introduces Shawn Lewis who lives

ED 420 585 SO 028 813

Hughes, Phillip; Renwick, William
Issues in Education in Asia and the Pacific: An International Perspective. OECD Documents. Conference Proceedings (Hiroshima, Japan, October 7-9, 1992).
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Asian Studies; *Comparative Education; *Developing Nations; Economic Development; Educational Cooperation; *Educational Planning; Educational Policy; Foreign Countries; Higher Education; *International Cooperation; Strategic Planning; World Affairs; World Problems
IDENTIFIERS- *Asia Pacific Region

This document reports on the first international conference in Japan in October 1992 to open up a dialogue among Organisation for Economic Co-operation and Development (OECD) member countries and the Dynamic Asian Economies (DAEs) of Hong Kong, Malaysia, South Korea, Taiwan, Thailand and Singapore. Experts from each of the DAEs attended the conference as did representatives of a number of OECD countries. Significant educational issues facing all participating countries were discussed. The book is divided into five chapters with subsections prepared by various participants. Chapter titles include: (1) "Introduction"; (2) "Education as an Instrument of Economic and Social Development"; (3) "Education as Innovation and Development: Schools and Systems"; (4) "Reports of the Working Groups"; and (5) "Overview of Issues and Themes." An annotated agenda, annotated bibliography, and list of participants complete the book. (EH)

ED 420 586 SO 028 814

Junior Achievement Lesson Plans and Activity Ideas, 1997-98.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Education; Consumer Education; *Decision Making; *Economics; *Economics Education; Global Education; High Schools; Instructional Materials; Lesson Plans; Macroeconomics; Microeconomics; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This packet contains economics lesson plans and activities for the high school student. Detailed lesson plans and worksheets address the following concepts: (1) stock market; (2) economics of water; (3) diaper economics; (4) quality; (5) scarcity; (6) steps to success; (7) effective marketing; (8) careers and success; (9) interviewing tips and questions; (10) personal profile; and (11) circular flow of money. Other suggestions are included for expanding the classroom ideas into the community. The lessons describe the materials needed, background information, discussion questions, and additional resources. (EH)

ED 420 610 SO 028 883

Parrott, Meredith
Realities of Romanian Art. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 27p.; For other documents in the 1997 program, see SO 028 884-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art; *Art Education; *Art Expression; Art History; *Artists; Creative Expression; Cultural Education; Foreign Countries; High Schools; Motifs; *Social Change
IDENTIFIERS- *Bulgaria; *Romania

This document consists of a two-page outline and seventeen photographs of Romanian art objects. This unit focuses on advancing the high school student from the art of Western Europe to the art of Eastern Europe. The curriculum projects are geared for the 11th and 12th grade student. Students begin with a study of Rodin and progress toward that of Eastern European artists. Students explore primarily sculpture and self-portraits in clay. The second part examines the works of Constantin Brancusi and Margit Pogany of Romania. The final section examines Bulgaria during transition and the way the changes are reflected in contemporary art works of Boyan Gospodinov Dobrev. Students complete two acrylic paintings incorporating the past with the contemporary world. (EH)

ED 420 611 SO 028 884

Scanlan, Mary
Bulgarian Folk Music. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 19p.; For other documents in the 1997 program, see SO 028 883-890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Expression; Cultural Education; *Folk Culture; Foreign Countries; Higher Education; *Music; *Music Education; Musicians; Nonformal Education; Oral Tradition; Undergraduate Study
IDENTIFIERS- *Bulgaria

This report focuses on rhythmic meters characteristic of Bulgarian folk music. Folk instruments, attire, music history, and methods of learning the folk traditional music and dances are presented. Students prepare a lecture/recital to showcase their learning of this unit. The project is intended for use in an undergraduate music history course for music majors. The guide analyzes and discusses the life of George Enesco and the cultural life in Romania of the early 20th century. (EH)

ED 420 632 SP 037 991

Phuntsog, Nawang
The Magic of Culturally Responsive Pedagogy: In Search of the Genie's Lamp in Multicultural Education.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Pluralism; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Public Education; Teacher Attitudes; Teacher Expectations of Students; Teacher Role; Teacher Student Relationship

In recent years, there has been growing interest in helping teachers develop culturally responsive teaching strategies. This paper profiles crucial aspects of a culturally responsive pedagogy and proposes a holistic framework for integrating different levels of culture into culturally responsive teaching. A literature review examined 13 documents published between 1992 and 1997. The research suggested that culturally responsive teaching encompasses respect for diversity; creation of a safe, inclusive, respectful environment; integration of responsive teaching practices in all disciplines; and transformation of curriculum to promote social justice and equity in society. The literature review highlighted problems and issues that researchers consider crucial for developing culturally responsive teaching. A main finding was that educators' attitudes play a vital role in either empowering or disabling diverse students. The proposed framework integrates salient features of culturally responsive practices, recognizing the teacher's central, crucial role. It shows interrelationships between four levels of culture (personal, microculture, macroculture, and global culture). It's five essential features are cultural literacy, self-reflective analysis, caring and inclusive classrooms, respect for diversity, and critical pedagogy/transformative curriculum. (Contains 31 references.) (SM)

ED 420 633 SP 037 992

Scheirer, Elinor A.
The Curriculum Thinking of Preservice Teachers in Elementary Education: Why Can't We Just Do a Learning Center?
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Curriculum Development; Elementary Education; Faculty Development; Higher Education; Preservice Teacher Education; *Preservice Teachers; *Reflective Teaching; Self Evaluation (Individuals); *Student Teacher Attitudes; Teacher Improvement; Urban Schools
IDENTIFIERS- Reflective Thinking

This 2-year qualitative action research project focused on improving the experiences within several sections of an

ED 420 651 SP 038 011

Adelman, Nancy E.
Trying To Beat the Clock: Uses of Teacher Professional Time in Three Countries.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; Cultural Differences; Educational Innovation; Elementary Education; *Elementary School Teachers; Faculty Development; Foreign Countries; *Noninstructional Responsibility; *Planning; Teacher Collaboration; Teacher Improvement; Teacher Responsibility; Teacher Role; Time Blocks; *Time Management; *Working Hours
IDENTIFIERS- Germany; Japan; *Staffing Patterns; Staffing Ratio; United States

This study examined teachers' use of professional time when not directly with students, describing alternative time use in Germany and Japan. The study involved 21 German, Japanese, and U.S. elementary schools. Researchers collected background information on teachers' professional lives and conducted case studies of teachers' daily work, examining traditional and innovative schools. This report presents study data in eight chapters: (1) Introduction; (2) The Structures of Elementary School Teaching in Three Countries: An Overview of Education Systems in the United States, Germany, and Japan; (3) Teachers' Required School Day in the U.S., Japan, and Germany: A Quantitative Look; (4) The Structure and Uses of Teachers' On-the-Clock Professional Time without Students; (5) Improving the Quality of On-the-Clock Professional Time; (6) Above and Beyond: Teachers' Work Off-the-Clock; (7) Teachers and Students: The Psychology of Time and Space; and (8) Summary. Overall, Japanese teachers have slightly more weekly planning time than U.S. teachers, with more sustained planning time blocks after school. German primary school days are shorter than U.S. primary school days. Teachers' planning and preparation occur at home. Older German and Japanese elementary students are taught by specialist teachers during some periods, with classroom teachers having other assignments during those periods. Planning time for U.S. teachers generally occurs when students go to specialist teachers. Innovative U.S. schools provide teachers with longer blocks of time and more collaborative planning time than do traditional schools. (SM)

ED 420 652 SP 038 012

Murrell, Peter C., Jr.
Like Stone Soup: The Role of the Professional Development School in the Renewal of Urban Schools.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *College School Cooperation; *Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; Multicultural Education; Politics of Education; Preservice Teacher Education; *Professional Development Schools; Teacher Attitudes; Teachers; *Urban Education

ED 420 670 TM 028 345

Goldberg, Gail Lynn; Roswell, Barbara Sherr
Perception and Practice: The Impact of Teachers' Scoring Experience on Performance-Based Instruction and Classroom Assessment.
PUB DATE- 98
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Criteria; Educational Assessment; Educational Practices; Elementary Secondary Education; Experience; *Performance Based Assessment; Professional Development; *Scoring; Standardized Tests; *State Programs; *Teacher Attitudes; Teaching Methods; *Testing Programs; Thinking Skills
IDENTIFIERS- Charles County Public Schools MD; *Maryland School Performance Assessment Program

Teachers' reactions to the administration and scoring of the Maryland School Performance Assessment Program tests (MSPAP) were studied, focusing on their direct and indirect exposure to tasks and evaluative criteria through the experience of scoring the MSPAP. Since its inception in 1991, the MSPAP has been scored in-state by certified teachers from Maryland. Many teachers have identified the opportunity to score the MSPAP as an opportunity for professional development and a chance to familiarize themselves with the test and its objectives. About 50 teachers from Charles County (Maryland) completed questionnaires about the impact of scoring the MSPAP on their teaching and their perceptions of how the MSPAP is integrated into their own and their colleagues' instructional practices. Twelve Charles County teachers (experienced scorers) from four different schools were also interviewed about the impact of MSPAP. Almost without exception, teachers endorsed the scoring experience as one that galvanized them and made them more reflective, critical, and deliberate. Thanks largely to their scoring experience, they perceived their own classroom activities as more likely to elicit writing for varied and coherent purposes, to integrate content, and to cue for higher order thinking. However, teachers note that the scoring experience does not provide them with a well-grounded understanding of performance assessment. This finding supports the view that tests alone will not result in improved instruction overall without well-planned staff development. An appendix contains sample interview questions. (Contains 14 references.) (SLD)

ED 420 671 TM 028 346

Martin, Nancy K.; Yin, Zenong; Baldwin, Beatrice
Classroom Management Training, Class Size and Graduate Study: Do These Variables Impact Teachers' Beliefs Regarding Classroom Management Style?
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 420 688 TM 028 363

Schiel, Jeff
Estimating Conditional Probabilities of Success and Other Course Placement Validity Statistics under Soft Truncation. ACT Research Report Series 98-2.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Cutting Scores; *Estimation (Mathematics); Higher Education; Outcomes of Education; *Probability; Regression (Statistics); *Student Placement; *Test Validity
IDENTIFIERS- *Data Truncation

The Course Placement Service of the American College Testing Program (ACT) uses logistic regression to model the relationships between outcomes in standard college courses and placement test scores. The logistic regression results are used together with empirical test score data to obtain estimates of validity statistics (e.g., proportion of correct placement decisions), given particular hypothetical cutoff scores. Prior research has shown that the accuracy of these statistics is affected by "hard truncation," a condition in which no standard course outcome data are available for students below a certain cutoff score. Hard truncation is uncommon in actual placement systems; however, standard course outcome data typically are available for some students below the cutoff score ("soft truncation"). A soft truncation condition of 40%, for example, is one in which 40% of students below the cutoff score do not have standard course outcome data. The results of this study show that reasonably accurate estimates of validity statistics can be obtained even when 40%, and in some cases, 60% or 80%, soft truncation occurs. Moreover, the slope of the logistic regression curve and the skewness of the test score marginal distribution have little to do with the relative accuracy of validity statistics unless soft truncation exceeds 40%. Data for 6 placement groups, each containing 500 observations, were used. Appendixes present joint distributions of ACT score and college course outcome for placement groups 2 through 5 and illustrations of the effects of soft truncation on estimated success rate by placement group. (Contains 4 tables, 26 figures, and 6 references.) (SLD)

ED 420 689 TM 028 364

Kim, Seock-Ho; Cohen, Allan S.
An Evaluation of a Markov Chain Monte Carlo Method for the Two-Parameter Logistic Model.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bayesian Statistics; *Estimation (Mathematics); Higher Education; *Markov Processes; *Maximum Likelihood Statistics; *Monte Carlo Methods
IDENTIFIERS- Accuracy; Gibbs Sampling; Law School Admission Test; *Two Parameter Model

ED 420 708 TM 028 430

Matter, M. Kevin
Trust, but Verify: Standard Setting That Honors and Validates Professional Teacher Judgment. Subtitle: A Tenuous Titanic Tale of Testy Testing and Titillating Touchstones (A Screen Play with an Unknown Number of Acts).
PUB DATE- 98
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Elementary Secondary Education; Evaluation Methods; *Political Influences; School Districts; *Standards; State Legislation; State Programs; Student Evaluation; *Testing Programs
IDENTIFIERS- *Cherry Creek Schools CO; *Standard Setting

The Cherry Creek School district (Englewood, Colorado) is a growing district of 37,000 students in the Denver area. The 1988 Colorado State School Finance Act required district-set proficiencies (standards), and forced agreement on a set of values for student knowledge and skills. State-adopted standards added additional requirements for the district. Cherry Creek has a high graduation rate, low dropout rate, and generally high average test scores, so that these externally imposed standards were not met with great enthusiasm. However, staffs have embraced positive features of the standards and are working toward a high level of student proficiency on these standards. The political background in the state and area is traced, and the way Cherry Creek met requirements, making the standards their own is described. Teachers and administrators are invested in the standard system because they feel it is their own. A guiding principle in Cherry Creek is student growth over time, data that is not provided by most state assessment programs. Cherry Creek realizes that it must control its own local assessment plan, for it cannot depend on the state to provide the information needed to plan interventions in a timely manner. Furthermore, each state legislative session will probably bring revisions to the state plan. Seven attachments present supplemental information about Cherry Creek's standards, beginning with the district student achievement objectives, and including some sample assessment items. (SLD)

ED 420 709 TM 028 431

Butler-Kisber, Lynn
Representing Qualitative Data in Poetic Form.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Creative Writing; *Graduate Students; Graduate Study; Higher Education; Language Arts; *Poetry; *Qualitative Research; *Research Reports; Teacher Researchers

This paper describes the way in which the author moved from what cultures and form effective partnerships with immigrant families. (Contains 10 references.) (SLD)

ED 420 727 UD 032 380

Lawton, Stephen B.
Dropping Out: A Literature Review, 1988-1994.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Dropout Prevention; Dropout Programs; Dropout Research; *Dropouts; Foreign Countries; *High Risk Students; High School Students; High Schools; *Intervention; Literature Reviews; Models; Program Effectiveness

This literature review describes the major topics covered in the literature on school dropouts between 1988 and 1994, with special attention to the reasons why youth leave school. It analyzes recent literature on these topics, and links this literature to that on intervention programs meant to keep youth in school and prepare them for employment. A synthesis of the literature is organized according to eight categories: (1) reviews of the literature (8 sources); (2) critiques (4 sources); (3) models or theories to explain dropout (9 sources); (4) surveys of dropouts and at-risk students (14 sources); (5) dropout and delinquency (9 sources); (6) dropout and part-time work (5 sources); (7) dropout and school characteristics (9 sources); and (8) intervention programs to reduce dropout (24 sources). The synthesis of these sources suggests that there are many implications for action that can be drawn from research. First, it seems that multiple responses are probably a wiser course than the adoption of a single response. Enough is known about some subgroups to tailor programs appropriately, but more study is required to develop interventions for less often studied ethnocultural groups. The apparent complimentarity of work and school should be studied to learn more about the workplace as a learning environment. Innovative programs to prevent dropout should be studied for the support and education they offer students. An annotated bibliography of the sources used for the literature synthesis is included. (Contains 80 references.) (SLD)

ED 420 728 UD 032 381

Lawton, Stephen B.
Part-Time Work and the High School Student: Costs, Benefits and Future. A Review of the Literature and Research Needs.
SPONS. AGENCY- Employment and Immigration Canada, Ottawa (Ontario).
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Cost Effectiveness; Foreign Countries; *High School Students; High Schools; Literature Reviews; *Part Time Employment; *Student Employment; *Working Hours; Youth Employment
IDENTIFIERS- Canada; United States

This report assesses the literature on part-time work by high school students, describing the various types of studies that have been undertaken on this topic over the last 20 years. Most

Falls, South Dakota in May 1991, dealing with discipline and therapeutic techniques for unattached children. In addition to a discussion of the manifestations and diagnosis of attachment disorder, the paper includes a focus on the Life Space Intervention (LSI) technique of Wood and Long (1991), specifically the abbreviated LSI technique for preschoolers and other children not developmentally ready for all six stages in the original LSI. The abbreviated LSI includes three stages called "talk," "fix it," and "smile," which are described and evaluated in the paper. The paper concludes with a discussion of the social and educational impacts of attachment disorder, and general recommendations such as increased awareness of attachment disorder on the part of providers, teachers, and parents; continued research; and improvement of child care systems. Contains 40 references. (EV)

ED 420 389   PS 026 546

Morgan, Patricia
Who Needs Parents? The Effects of Childcare and Early Education on Children in Britain and the USA. Choice in Welfare Series No. 31.
PUB DATE- 96
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attachment Behavior; Child Advocacy; Child Caregivers; *Children; *Day Care; *Day Care Effects; Depression (Psychology); Dual Career Family; *Early Childhood Education; *Employed Parents; Family Work Relationship; Fathers; Foreign Countries; Guilt; Mothers; Parent Role; Parents; Policy Formation; *Public Policy
IDENTIFIERS- Educare; Great Britain; Perry Preschool Project; United States

Child care and early education have been acclaimed by advocates in Great Britain and the United States as the key to economic and academic success, the basis for social justice and equality, a business opportunity, and the remedy for poverty, welfare dependency, crime, and educational failure. This book examines the research basis for these claims, arguing that it is necessary to examine research on types of child care actually used, and maintains that this research suggests that when compared with children cared for at home, children in child care may be disadvantaged in educational performance, behavior, and attachment to their mothers. Section A of the book details the characteristics of good caregiving and reviews research examining the effects of child care on children. Section B examines the characteristics of child care and after-school care actually used. Section C discusses the use of "educare" to describe child care and early education programs, questions benefits received from long periods in formal school situations at early ages, and shows how the Perry Preschool Project has become the principal finding reported by child care lobbyists. Section D looks at the impact on the whole family of policies seeking to push both parents to work while children are placed in third-party care, focusing on attachment, pressures on dual-career couples, maternal guilt and depression, fathers' role, and long-term effects of maternal employment. Section E considers public policy implications and concludes by asking if supporting only child care out of the home is either fair or in the best interests of families, children, and society. Each chapter contains references.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Child Health; Contraception; *Early Parenthood; *Family Planning; Parent Child Relationship; Parent Role; Parent School Relationship; Pregnancy; Prevention; School Health Services; *School Nurses; Secondary Education; Sex Education; Sexuality; *State Programs
IDENTIFIERS- Nebraska

The 1994 Nebraska Governor's round table subcommittee established the goal of lowering teenage pregnancies in the state by the year 2000. School nurses are in key positions to provide continuous support and surveillance of adolescent health through graduation. This publication presents guidelines and resources to encourage and assist school nurses across the state of Nebraska to fulfill the objectives of Nebraska Year 2000. These guidelines and resources are written with the intent of providing school nurses with additional information as they advocate for male and female adolescents in confronting issues of adolescent pregnancy. Materials presented here include: (1) Nebraska Year 2000 health goals related to sexual activity; (2) teen pregnancy statistics nationwide and in Nebraska; (3) discussion of the roles of parents, adolescents, health care providers and school system in making decisions about teen pregnancy; (4) discussion of cultural competency to address racial and ethnic minorities; (5) overviews of four prevention strategies identified as successful pregnancy intervention programs; (6) resources for strategies used in Nebraska; (7) the role of the school nurse; and (8) legal issues impacting adolescents. Bibliographical materials include an annotated resources list, current reading list, bibliography, and a resources list. Eleven appendices include statistical data, surveys, and other resources for school nurses. (JPB)

ED 420 409 PS 026 578

KIDS Count Data Book, 1998: State Profiles of Child Well-Being.
PUB DATE- 98
NOTE- 375p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accidents; Birth Weight; *Child Health; *Children; Crime; *Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; High School Graduates; Homicide; Incidence; Mortality Rate; One Parent Family; Out of School Youth; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Care Needs; Child Mortality; *Indicators

This Kids Count data book examines state and national trends from the late 1980s in the well being of children in the United States. The statistical portrait is based on 10 indicators of child well being: (1) percent low birth-weight infants; (2) infant mortality rate; (3) child death rate; (4) teen accidental death, homicide, and suicide rates; (5) teen birth rate; (6) juvenile violent crime arrest rate; (7) percent of teens who are high school dropouts; (8) percent of teens not attending school and not working; (9) child poverty rate; and (10) percent of families with children headed by single

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employed Parents; Employment; Family Environment; Family Problems; *Family Work Relationship; *Federal Legislation; *Leaves of Absence; Personnel Policy; Released Time; Sick Child Care
IDENTIFIERS- *Family and Medical Leave Act 1993

The Family and Medical Leave Act of 1993 (FMLA) provided workers with the right to take time off from work to care for their families or themselves without fear of losing their jobs. Although this law is relatively straightforward, some employees and employers may be unsure about how it actually works. This guide is designed to answer many frequently asked questions about the FMLA, and is based on the U.S. Department of Labor regulations explaining the FMLA. Noting that state laws, union contracts or other contingencies may provide additional protections, the guide explains the operation of the federal FMLA alone, and describes the law and regulations only generally. The guide covers issues of family leave for a new baby, a sick child or family member, and using vacation or sick leave to provide this care. Issues of medical leave, including medical certification requirements, are covered. Other issues discussed include how the FMLA protects job and health insurance, requirements for notifying employers, who the FMLA applies to, responses to employer violation of these FMLA rights, other laws, and other family and medical leave materials available from the National Partnership for Women and Families. (JPB)

ED 420 426 PS 026 599

Bloom, Paula Jorde
Navigating the Rapids: Directors Reflect on Their Careers and Their Professional Development.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Administrator Qualifications; *Administrators; Career Choice; *Career Development; Career Planning; Preschool Education; Professional Development

This paper describes research regarding preschool director's career decisions and provides a framework for understanding the growth and development of director competence through the career cycle. A 4-page survey about career development was completed by 257 directors of part- and full-day, nonprofit and for-profit early childhood education programs in 4 states. The survey elicited background information on the director, current and past job expectations and concerns, sources of satisfaction and frustration, and reflections about their career decisions. Respondents were asked to select the category that best described their current administrative capability, and to select from one of six career stages that best described their current career stage. Finally, directors were asked to plot on a career path diagram the sequence of different stages they had experienced at different points in their careers and to think of a metaphor that best described their career path as a director. These results and the six-stage career framework are to understand each one sympathetically, then highlighting strengths and weaknesses, and finally formulating the problems and issues uncovered in the analysis. The work concludes with the author's own version of a postmodern "patchwork" pedagogy of moral conversation. The chapters of the book are: (1) "Ministers of Morality: Past, Present, and Future," including a brief historical context for character education and a postmodern critique of character education; (2) "The Character Education Initiative: The Neo-Classical Virtues," including the cultural declinists, and the classical worldview and the role of virtue; (3) "Imparting the Neo-Classical Virtues: A Morality of Compliance," including cultural decline, and the classical worldview, democracy, and the virtues; (4) "The Communitarian Initiative: Sectarian, Postliberal, and Civic-Liberal Virtues," exploring the hunger for community, and introducing three types of communitarianism; (5) "Imparting the Communitarian Virtues: A Morality of Conformity," exploring the sectarian, postliberal, and civic-liberal types of communitarianism; (6) "The Liberationist Initiative: The Transformative Virtues," including the growing influence of critical pedagogy and discussing liberationist education; (7) "The Liberationist Virtues: A Morality of Contestation," including liberationist politics/democracy and the tranformative virtues; (8) "A Personal Interlude: A Morality of Conversation," exploring the moral elements of language and conversation; and (9) "A Postmodern Alternative: Cultivating the Democratic Dispositions," including postmodern conceptions of truth and virtue. (Contains 235 references.) (HTH)

ED 420 445 PS 026 645

Schmitt-Rodermund, Eva; Vondracek, Fred W.
Breadth of Interests, Exploration, and Identity Development in Adolescence.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (7th, San Diego, CA, February 26-March 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Child Rearing; *Discovery Processes; Foreign Countries; *Identification (Psychology); Parent Child Relationship; Parenting Skills; Predictor Variables; *Student Interests
IDENTIFIERS- Exploratory Studies; Germany; *Identity Formation; Identity Status; Student Engagement

Exploration is known to be a precursor of identity achievement and, thus, to a healthy transition to adulthood. This study examined antecedents of exploratory behavior in adolescence and the role of such behavior in identity development. Participants were 933 respondents in a 1991 national survey of German youth, ranging in age from 13 to 19 and with an average age of 14.9 years. Exploration was assessed using adolescents' reports of current activities and likes in leisure, school, technology, movies, and music, with a composite score indicating the breadth of activities. The breadth of childhood activities was assessed retrospectively using 12 activities indicating an active and creative use of time, creative games, cultural activities, and technical games. Also assessed were the adolescents' goal-directedness, perception of parenting style, parental modeling during childhood, and their identity beliefs. The results indicated that, consistent with Marcia's (1980)

Participation; Ecology; Economic Change; *Educational Needs; Elementary Secondary Education; Empowerment; Essays; *Experiential Learning; Fiction; Literature Reviews; Nonfiction; Politics; *Quality of Life; Rural Areas; *Rural Education; *School Community Relationship; Social Change; Sustainable Development

IDENTIFIERS- *Community Based Education; Sense of Community; *Sense of Place; Spirituality

This book suggests that quality of life depends on the connections that people have with one another and their surroundings, rather than on material wealth. It challenges teachers to reexamine the purposes of education and to equip students with the tools they need to make conscious choices about living well in their own communities. Five bibliographical essays review nonfictional and fictional literature on what it means to live well in a particular place. "A Sense of Place: Education for Living Well Ecologically" looks at the importance of young people having a curiosity about their surroundings and becoming inhabitants of a place, not merely transient residents. By developing a healthy respect for the physical and social communities they inhabit, schools can teach children to be contributing citizens. "A Sense of Civic Involvement: Education for Living Well Politically" examines the preparation of young people to participate as citizens of a democracy by investigating and acting on municipal and county government issues. "A Sense of Worth: Education for Living Well Economically" looks at the influence of large corporations on the breakdown of rural life and suggests that students need to learn how to create jobs within their own community, rather than leave to get jobs somewhere else. "A Sense of Connection: Education for Living Well Spiritually" discusses the crisis of human identity and cosmological disconnection from the natural world. "A Sense of Belonging: Education for Living Well in Community" examines saving, restoring, and using local memories, knowledge, and skills to fulfill needs in the local community. An annotated bibliography of the 42 works cited in the essays contains commentary and an abstract for each work. (SAS)

ED 420 462 RC 021 544

Making Connections, Building Communities. Proceedings of the Annual Rural & Small Schools Conference (19th, Manhattan, Kansas, October 26-27, 1997).

PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Practices; Educational Strategies; Elementary Secondary Education; Improvement Programs; *Rural Education; *Rural Schools; *School Community Relationship; *Small Schools

This proceedings contains 26 summaries of conference presentations and discussions. Titles and authors are: "Is a Sexual Harassment Policy Enough To Protect Against Liability?" (Camille Barnett); "Recreating the Communities of Our Youth" (Marlyn Benson); "Creating a Language of Ethics in Rural Schooling" (Terry R. Berkeley, Linda P. Thurston); "Leadership for Changing the Small Rural School: The Excitement of School Improvement" (Steven Breckon); "Coloring Outside the Lines" (John K. Burke, Paul Martin); "Elementary Foreign Language Programs: Your Passport to World Class Schools" (David M. Cooper, Charlene White); "Educational Philosophy: Why Schools

(150)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; *Disabilities; *Education Work Relationship; *Educational Objectives; Secondary Education; Technical Assistance; *Transitional Programs
IDENTIFIERS- *New Jersey; New York

The Individuals with Disabilities Education Act (IDEA) mandates transition services to prepare students with disabilities to live and work in the community as adults; the School-to-Work (STW) Opportunities Act requires that all students, including those with disabilities, have access to all STW activities. This paper overviews collaborative efforts in New York and New Jersey to meet these two legislative mandates. In New York, state agencies work closely together on all initiatives. Transition coordination sites established to assist school districts with IDEA requirements now provide technical assistance to local STW partnerships to ensure inclusion of students with disabilities in STW activities. The New Jersey Partnership for Transition from School to Adult Life project aims to establish a statewide coordinated system of programs and services that facilitate the transition of students with disabilities to adult life. Activities are outlined for each of the project's five objectives: reviewing and revising state policies related to transition in the areas of STW initiative, workforce development, education, and vocational rehabilitation; supporting county-based consortia to coordinate and expand transition services; developing self-determination training and related activities for parents, students, and professionals; increasing parent and family access to transition information; and providing training, technical assistance, and information to stakeholders to increase knowledge of best practices. Training materials and publications are listed. Contact information is included for agency and STW personnel in New York and New Jersey. (SV)

ED 420 478 RC 021 585

American Indian Standards for Arts Education.
PUB DATE- 98
NOTE- 85p.; Based on the 1994 National Standards for Arts Education; see ED 365 622.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Aesthetic Education; American Indian Culture; *American Indian Education; *Art Education; Cultural Education; Dance; *Dance Education; Elementary Secondary Education; Music; *Music Education; Theater Arts; Visual Arts
IDENTIFIERS- Bureau of Indian Affairs Schools; Curriculum Standards; *National Arts Education Standards

The Bureau of Indian Affairs (BIA) developed 30 American Indian content standards for arts education, based on the 1994 U.S. national content standards. Like the national standards, they are intended to apply across all grade levels (K-12) and are divided into the four arts disciplines of dance, music, theater, and visual arts. The purpose of these content standards is to specify what Indian students should be able to do in each arts discipline area. However, the standards are purposely broad statements so as to allow for local curricular objectives and classroom flexibility. The national document also contains achievement standards for grades 4, 8, and 12. A comparable set of achievement standards for Indian students was not developed. Rather, it was felt that the national

Statistics: Developing the Concept of Distribution" (Melissa Mellissinos, Janet E. Ford, and Douglas B. McLeod); (20) "A Snapshot of Developmental Algebra Students' Concept Images of Function" (Phil DeMarois); (21) "Preservice Teachers' Cognitive Approaches To Variables and Functions" (David B. Klanderman); (22) "The Development of Students' Notions of Proof in High School Classes Using Dynamic Geometry Software" (Enrique Galindo with Gudmundur Birgisson, Jean-Marc Cenet, Norm Krumpe, and Mike Lutz); (23) "Understanding Angle Ideas by Connecting In-School and Out-of-School Mathematics Practice" (Joanna O. Masingila and Rapti De Silva); (24) "Defining an Exterior Angle of Certain Concave Quadrilaterals: The Role of 'Supposed Others' in Making a Mathematical Definition" (Yoshinori Shimizu); (25) "Problem-Centered Learning and Early Childhood Mathematics" (Noel Geoghegan, Anne Reynolds, and Eileen Lillard); (26) "Similarities and Differences of Experienced and Novice K-6 Teachers after an Intervention: The Use of Students' Thinking in the Teaching of Mathematics" (Cheryl A. Lubinski, Albert D. Otto, Beverly S. Rich, and Rosanna Siongco); (27) "Learning and Teaching Grade 5 Mathematics in New York City, USA, and St. Petersburg, Russia: A Descriptive Study" (Frances R. Curcio and Natalia L. Stefanova); (28) "Some Results in the International Comparison of Pupils' Mathematical Views" (Erkki Pehkonen); (29) "Views of German Mathematics Teachers on Mathematics" (Gunter Torner); (30) "Teacher Change: Developing an Understanding of Meaningful Mathematical Discourse" (Rebekah L. Elliott and Eric J. K

ED 420 495 SE 061 476

Dossey, John A., Ed.; Swafford, Jane O., Ed.; Parmantie, Marilyn, Ed.; Dossey, Anne E., Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (19th, Bloomington-Normal, IL, October 18-21, 199). Volume 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 331p.; For Volume 1, see SE 061 475.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Change; *Educational Technology; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Mathematics Education; *Research Methodology; *Teacher Attitudes; *Teacher Education; Thinking Skills

The conference proceedings volume for PME-NA-XIX contains a total of 72 reports: 34 research reports; 20 short oral reports; 11 poster session reports; and 7 discussion group reports. Only the research reports are full reports; the others are generally one-page abstracts. The full reports include: (1) "Equity, Teaching Practices, and Reform: Mathematics Teachers Discuss the Impact of the San Jose Mathematics Leadership Project" (Richard S. Kitchen, Joanne Rossi Becker, and Barbara J. Pence); (2) "One Teacher's Solution to Reforming Mathematics Teaching" (Karen Heinz, Margaret Kinzel, Martin A. Simon, and Ron Tzur); (3) "Secondary Mathematics Teachers' Experiences Using a Reform-Oriented Curriculum To Encourage Student Cooperation and Exploration" (Gwendolyn M. Lloyd and Melvin (Skip) Wilson); (4) "A Fourth-Grade Teacher Implements the

Urban Systemic Initiative.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Change; *Educational Technology; Elementary Secondary Education; *Equal Education; Interviews; *Mathematics Education; *School Districts; *Science Education; Self Evaluation (Groups)
IDENTIFIERS- Milwaukee Public Schools WI

The Milwaukee Public Schools, in consultation with the University of Wisconsin-Milwaukee, received a planing grant for the 1993-94 school year to join in a collaborative effort to conduct the Milwaukee Public Schools Mathematics and Science Self-Study. The goal of this study was to examine the status of K-12 mathematics and science programs throughout the Milwaukee Public School district. The purpose of this report is to contribute data to the formative evaluation of Milwaukee's Urban Systemic Initiative (MUSI) during its first year of implementation. This report consists of information obtained from the initial interviews with the first cohort of mathematics and science resource teachers. During these initial interviews, the first cadre of mathematics and science resource teachers discussed many positive and negative aspects of MUSI after its first several months of implementation. Strengths and weaknesses of MUSI discussed in these interviews are listed. (ASK)

ED 420 516 SE 061 554

Chen, Jen-Jen; Brenner, Mary E.
Mathematical Word Problem Solving Knowledge: Are Second-Grade Students from Taiwan Better Than Students from the United States?
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Addition; *Arithmetic; Comparative Education; *Cross Cultural Studies; Foreign Countries; *Grade 2; Mathematics Education; *Number Concepts; Primary Education; Subtraction; *Word Problems (Mathematics)
IDENTIFIERS- Taiwan

One of the major goals in mathematics education is to teach the ability to solve word problems. This study compared the word problem solving abilities of second-grade students from Taiwan (N=24) with those of American students (N=24). Two tests were used in the problem solving interviews. The comparisons between the performance of the groups on different problem solving subprocesses revealed that children from Taiwan were better than their American counterparts in schematic knowledge only on word problems using addition number sentences with unknown results. The groups did not differ in their semantic or procedural knowledge. Findings suggest that successful word problem solving involves an integration of different kinds of knowledge underlying word problem solving processes. (ASK)

ED 420 517 SE 061 555

1024; Reference Books in International Education, Volume 36.
PUB DATE- 96
NOTE- 456p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cartography; Comparative Education; *Critical Theory; Cross Cultural Studies; Demography; *Educational Change; Global Education; Higher Education; International Education; Maps; *Multicultural Education; Social Attitudes; *Social Change; Social Cognition; Social Theories; Sociocultural Patterns

This volume of essays enables readers to see utility in the practice of social mapping as it opens traditional cartographic representation to multiple perspectives and the play of difference. This book argues that social mapping is useful in constructing more comprehensive and reasonably accurate representations of social and cultural phenomena. Of benefit to comparative educators and other knowledge workers, social mapping allows better visualization of all the social "scapes" seen to constitute the challenging new world. The book is divided into four parts with nineteen chapters. The preface introduces "Four Principles for a Non-Innocent Social Cartography". Part 1, "Mapping Imagination," includes (1) "Social Cartography: A New Metaphor/Tool for Comparative Studies" (Rolland G. Paulston; Martin Liebman); (2) "From Modern to Postmodern Ways of Seeing Social and Educational Change" (Val D. Rust); (3) "Constructing Knowledge Spaces and Locating Sites of Resistance in the Modern Cartographic Transformation" (David Turnbull); and (4) "The Timely Emergence of Social Cartography" (Thomas W. Mouat IV). Part 2, "Mapping Perspectives," contains: (1) "Spatial Analysis in Social Cartography: Metaphors for Process and Form in Comparative Educational Studies" (Joseph R. Seppi); (2) "Mythopoeic Images of Western Humanism" (Anne Buttimer); (3) "Ways of Mapping Strategic Thought" (Anne Sigismund Huff); and (4) "Envisioning Spatial Metaphors from Wherever We Stand" (Martin Liebman). Part 3, "Mapping Pragmatics," offers: (1) "Mapping Gendered Spaces in Third World Educational Interventions" (Nelly P. Stromquist); (2) "Mapping the Utopia of Professionalism: The First Carnegie International Survey of the Academic Profession" (Esther E. Gottlieb); (3) "Postmodernism and Participation in International Rural Development Projects: Textual and Contextual Considerations" (Christopher Mausolff); (4) "Listening to the Other: Mapping Intercultural Communication in Postcolonial Educational Consultancies" (Christine Fox); (5) "A Ludic Approach to Mapping Environmental Education Discourse" (Jo Victoria Nicholson-Goodman); and (6) "Social Mapping: The Art of Representing Intellectual Perception" (Martin Liebman). Part 4, "Mapping Debates," includes: (1) "Pedagogy and Subalternity: Mapping the Limits of Academic Knowledge" (John Beverley); (2) "Postcolonial Feminism in an International Frame: From Mapping the Researched to Interrogating Mapping" (Patti Lather); (3) "Mapping the Spaces of Capital" (Crystal Bartolovich); (4) "Jameson's Project of Cognitive Mapping: A Critical Engagement" (Robert T. Tally, Jr.); and (5) "Social Cartography, Comparative Education and Critical Modernism: Afterthought" (Carlos Alberto Torres). (EH)

ED 420 542 SO 027 968

Adams, Don; Gottlieb, Esther E.
Education and Social Change in Korea. Garland Reference Library

with Fetal Alcohol Syndrome. Chapter 2 explores the life of Mikelle Learned who has cerebral palsy. Chapter 3 discusses the life of Nathan Moutray and his experiences with dyslexia. Chapter 4 describes the condition of brittle bone disease through the life of Lisa Ferrerio. Chapter 5 examines Attention Deficit Hyperactivity Disorder (ADHD) through the life of Lance Petrillo . Chapter 6 presents David Billars living with Down Syndrome. Chapter 7 describes the life of hemophiliac Kelly Young. Chapter 8 details Gena Perry living with a hearing impairment. Chapter 9 introduces Joe Kovach living with blindness. Amy Allen describes dwarfism in chapter 10. The book contains numerous illustrations and photographs and concludes with a list of student and teacher participants and an index. (EH)

ED 420 564   SO 028 408

Combs, Wendy; Reeth, Janice; VanDyk, Pam; Herrera, Olga; Hasinger, Ron
An Evaluation of the Nurturing Program: SAFEchild.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Child Rearing; Family Relationship; Parent Child Relationship; Parent Education; Parenthood Education; *Parenting Skills; Parents

SAFEchild is a non-profit community service agency providing parenting information, education, and support to parents, children, and the community in the prevention of child abuse and neglect. This evaluation provides information to SAFEchild on the impact of the Nurturing Program on past participants. Staff were interested in determining participants' satisfaction with the program, their retention of learning over time, and their ability to apply what was learned to difficult parenting situations. A survey was developed and administered using standardized telephone interviewing of 26 individuals; 18 were previous participants and 8 were on a waiting list to enter the program. The items on the survey involved four problem-solving vignettes. Major findings were generally positive and included: (1) participants were consistently able to suggest more positive parenting strategies for difficult parenting situations than those on the waiting list; (2) participants reported an increase in self-esteem since beginning the program; (3) both groups were equally able to identify children's physical and emotional needs, developmentally appropriate discipline strategies, and emotions; (4) all participants expressed satisfaction with the Nurturing Program and would recommend the program to friends and relatives; and (5) content areas within the curriculum could be modified in subsequent sessions to focus on negotiating with children, identifying and changing unhealthy and unproductive ways of handling stress and resolving conflict, and identifying physical forms of discipline as abusive. The researchers caution that the small sample size may have influenced the outcome of the survey. (EH)

ED 420 565   SO 028 410

Duffy, Paula, Comp.
Middle East Pathfinder: Fiction and Nonfiction Resources for K-12 Educators.
PUB DATE- 96

ED 420 587 SO 028 815

Ourselves: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 96
NOTE- 69p.; For other "Junior Achievement" guides, see SO 028 816-823. Numerous corporate sponsors are listed as "Founding Contributors."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Decision Making; *Economics; *Economics Education; Elementary Education; Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc., where participants learn about their roles as individuals, workers, and consumers. The booklets are designed to develop personal economic concepts through storybook characters presented by the consultant/teacher in read-aloud and hands-on activities. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "Rico and His Friends Like to Play"; (2) "Rico and His Friends Make a Choice"; (3) "Rico and His Friends Work Together"; (4) "Rico and His Friends Save for a Tent"; and (5) "Rico and His Friends Buy a Tent." The student materials guide is accompanied by: the "Rico and His Friends" booklet; "Watching Our Money Grow"; "Let's Listen"; a letter to parents; a "Junior Journal"; duplicating masters; and a "Certificate of Achievement." (EH)

ED 420 588 SO 028 816

Our World: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 97
NOTE- 55p.; Some materials may not photocopy clearly. For other "Junior Achievement" guides, see SO 028 815-823. Numerous corporate sponsors are listed as "Founding Contributors."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; *Decision Making; *Economics; *Economics Education; Elementary Education; Foreign Countries; *Global Education; Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. and introduces students to world resources, economic systems, monetary exchange, and trade. The booklets are designed to introduce students to key aspects of global trade and to help them understand how most countries are economically the worker, and the consumer. This booklet is designed to introduce students to key aspects of global trade and to help them understand how most countries are

ED 420 612 SO 028 885

Schindler, Carolyn B.
National Decision Making during the Holocaust. Romania and Bulgaria: A Study in Contrasts. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 14p.; For other documents in the 1997 program, see SO 028 883-890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anti Semitism; Fascism; Foreign Countries; High Schools; *Jews; Judaism; Justice; Nationalism; Nazism; Political Attitudes; Political Science; Social Bias; Social Discrimination; Social Studies; World Affairs; *World War II
IDENTIFIERS- Bulgaria; *Holocaust; Romania

This one-week intensive study is intended for use within a one semester course focusing on the Holocaust and human behavior for the upper level high school student. The unit examines the history of Romania and Bulgaria, especially during Nazi occupation in World War II. Students explore the decisions of each nation and the impact they had on the lives of the citizens. Students research the two countries to determine how the Jews were treated during the Holocaust and the way in which national decisions were made and implemented. (EH)

ED 420 613 SO 028 886

Stroble, Jean A.
Getting to Know Eastern Europe: Bulgaria. An Interdisciplinary Thematic Unit for Middle School Students. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 13p.; For other documents in the 1997 program, see SO 028 883-890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Foreign Countries; *Geography; *Global Education; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Eastern Studies; Middle Schools; Multicultural Education; Social Studies
IDENTIFIERS- *Bulgaria

This project is designed for interdisciplinary study at the middle school level with an exploration of the country of Bulgaria. Suggestions are made for communications arts using the Cyrillic alphabet, music and folk songs, family and consumer sciences, art and crafts, and history and geography. (EH)

ED 420 614 SO 028 887

advanced methods course in an undergraduate elementary teacher preparation program. The course stressed preservice teachers' developing conceptions of curriculum and of their roles in defining the nature of the curricula they will develop in their own classrooms, and it encouraged them to provide constructivist, contextually relevant, culturally responsive, and substantially meaningful experiences for children. This paper centers on the complexity of the dynamics of what preservice teachers and faculty experienced. The researcher collected course materials, instructor planning documents, field notes from an instructor/observer, instructors' reflective notes, notes from informal discussions between instructors, selected student materials, and examples of student writing. Six interrelated issues that resulted included (1) perceived resistance to intellectuality, (2) a shift from focusing on the self, (3) redefinition of the constituency for teacher education programs, (4) a focus on holistic professional development, (5) reconceptualization of the nature of teaching itself, and (6) replacement of popular conceptions of teaching with professional conceptions of teaching. These challenges place significant demands on teacher educators as they shape their own curricula. The paper discusses lessons for teacher educators to learn from the experience. (Contains 32 references.) (SM)

ED 420 634   SP 037 993

Chavez, Rudolfo Chavez, Ed.; O'Donnell, James, Ed.; Sleeter, Christine E., Ed.
Speaking the Unpleasant. The Politics of (non)Engagement in the Multicultural Education Terrain. SUNY Series, The Social Context of Education.
PUB DATE- 98
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Development; College Students; *Cultural Awareness; Cultural Pluralism; Culturally Relevant Education; Curriculum; *Diversity (Student); Elementary Secondary Education; English (Second Language); Field Experience Programs; Graduate Study; Higher Education; Minority Group Children; *Multicultural Education; Politics of Education; Preservice Teacher Education; *Racial Bias; Racial Identification; Reflective Teaching; Second Language Instruction; Self Esteem; Special Education Teachers; Student Attitudes; Teacher Attitudes; Teacher Educators; Urban Education; White Students
IDENTIFIERS- Reflective Thinking; Social Justice

This book addresses the clashing, controversial ideological and ontological postures that emanate when multicultural education issues are the sum and substance for engagement by learners in various educational settings. After a preface (C.E. Sleeter) and foreword "Tongue-Tying Multiculturalism" (D. Macedo), the book offers the following 17 essays: (1) "Engaging the Multicultural Education Terrain: A Holographic Montage for Engagers" (R.C. Chavez); (2) "From Claiming Hegemony to Sharing Space: Creating Community in Multicultural Courses" (S. Nieto); (3) "Mediating Curriculum: Problems of Nonengagement and Practices of Engagement" (B. Cross); (4) "Engaging Students' Re-Cognition of Racial Identity" (J. O'Donnell); (5) "Toward a Just Society: Recalibrating Multicultural Teachers" (L.T. Diaz-Rico); (6) "Fostering Engagement: Barriers in Teacher Education" (G.S. Cannella); (7) "Confessions of a Methods

This monograph critiques professional development schools (PDSs) and their role in the renewal of urban schools. Chapter 1 clarifies what is meant by the PDS model and describes the central goals of PDS initiatives. Chapter 2 critically assesses the value of PDSs to school renewal and the preparation of teachers for effective work in diverse urban schools and communities. It addresses the question of why the PDS framework is insufficient for effective, quality educational practice in diverse urban communities and critically reinterprets the notion of the PDS in light of the critical knowledge required for successful work in diverse urban contexts. A summary of problems related to applying the PDS framework to work in urban schools is included. This includes political status quo regarding problems of urban schooling, people being excluded from the PDS, organization of the PDS, and inadequacy of PDS theory. Chapter 3 explores alternative approaches for collaborative teacher preparation, professional development, and school renewal in diverse urban settings. The monograph concludes with a conceptual framework summarizing the features required for an equity-minded, urban-focused, and diversity-responsive type of collaborative approach to university-school partnerships. (Contains approximately 85 references.) (SM)

ED 420 653 SP 038 013

Borkowski, Richard P.
The School Sports Safety Handbook.
PUB DATE- 98
NOTE- 564p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Athletic Coaches; *Athletics; Check Lists; Elementary Secondary Education; Injuries; *Physical Activities; *Physical Education Teachers; Playground Activities; School Safety; *Sports Medicine; Students; Teachers

This book presents guidelines and checklists for lowering the occurrence of injuries in sports and other physical activities. It targets teachers, coaches, and athletic directors. Chapter 1, Introduction, presents an overview of the issue. Chapter 2, How To Use This Book, presents suggestions and describes how to use the checklists. Chapter 3, The Legal Duties of a Coach, presents basic and reasonable coach duties, offering a short, non-legal interpretation of legal terms and concepts. Chapter 4, Situations To Avoid, summarizes situations that are repeated over and over that can lead to legal actions. Chapter 5, The World of Supervision, explains how to supervise physical activities, noting that no single technique is more important than supervision for safety. Chapter 6, The Athletic Administrator and the Safety Checklist, presents a general checklist that should be used as a model for all sport- or activity-specific checklists. Chapter 7, Checklist Format, addresses specific checklists for various sports and physical activities. Chapter 8, Summary, presents a few final words. A sports safety checklist is included. The two appendixes present forms and sources of additional materials and organizations. (SM)

ED 420 654 SP 038 014

Woolum, Janet

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Beliefs; Class Size; *Classroom Techniques; Construct Validity; Educational Practices; Elementary Secondary Education; Graduate Students; *Graduate Study; Higher Education; *Teacher Attitudes; *Training; Urban Schools
IDENTIFIERS- Inventory of Classroom Management Styles

This study represents a continuation of research efforts to further refine the Attitudes & Beliefs on Classroom Control (ABCC) Inventory. Formerly titled the Inventory of Classroom Management Style, the ABCC is an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. It is based on a continuum originally suggested by C. Wolfgang and C. Glickman (1980, 1986). Objectives were to: (1) investigate the impact of classroom management training on classroom management style; (2) study the relationship between class size and classroom management style; (3) investigate differences between the perceived classroom management style of teachers who had and had not enrolled in a graduate course within the preceding 6 months; and (4) further substantiate the construct validity of the ABCC. Data were collected from 281 certified teachers, who were primarily urban, and female. Most of the teachers were Caucasian (69.9%) and they had an overall average of 14.35 years of teaching experience. Results show significant differences on the Instructional Management subscale of the ABCC regarding classroom management training as well as significant positive correlations between average class enrollment and teachers' scores on the People Management and Behavior Management subscales of the ABCC. A one-way analysis of variance did not yield significant differences between the teachers who had enrolled in graduate courses in the last 6 months and those who did not. Results seem to be in keeping with the construct. (Contains 3 tables and 26 references.) (SLD)

ED 420 672 TM 028 347

Sulla, Nancy
Maximizing the Effectiveness of External Consultants in the Educational Reform Agenda.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Agents; *Consultants; *Educational Change; Elementary Secondary Education; Models; *Partnerships in Education; Principals; Professional Services; Program Effectiveness; School Districts; *Values
IDENTIFIERS- New York; *Reform Efforts

Factors that contribute to the success of an educational consultant and the school partnership were studied through a qualitative exploration of the consultant's role in two reform efforts. The study explored the work of one educational consultant in two school districts, one in which the consultant had been working for 27 years and one in which she had been working for less than 2 years. Both districts were in upscale suburbs of New York City. Two distinct models emerged from the study data, one was referred to as consultant-as-voice and the other as client-as-voice. In the consultant-as-voice model, the consultant worked directly with the participants, usually with

The accuracy of the Markov Chain Monte Carlo (MCMC) procedure Gibbs sampling was considered for estimation of item parameters of the two-parameter logistic model. Data for the Law School Admission Test (LSAT) Section 6 were analyzed to illustrate the MCMC procedure. In addition, simulated data sets were analyzed using the MCMC, marginal Bayesian estimation, and marginal maximum likelihood estimation methods. Data were simulated with 100 or 300 examinees and 15 or 45 items. Two different priors, informative and uninformative, were employed in the MCMC procedure. Marginal Bayesian estimation yielded consistently smaller root mean square differences and mean Euclidean distances than the other estimation methods. An appendix provides additional information about the computations. (Contains 6 tables, 5 figures, and 52 references.) (SLD)

ED 420 690 TM 028 365

Cohen, Allan S.; Kim, Seock-Ho; Wollack, James A.
A Comparison of Item Response Theory and Observed Score DIF Detection Measures for the Graded Response Model.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Identification; *Item Bias; Item Response Theory; *Scores; Test Construction; *Test Items
IDENTIFIERS- *Graded Response Model; Item Bias Detection

This paper provides a review of procedures for detection of differential item functioning (DIF) for item response theory (IRT) and observed score methods for the graded response model. In addition, data from a test anxiety scale were analyzed to examine the congruence among these procedures. Data from Nasser, Takahashi, and Benson (1997) were reanalyzed for purposes of this study. The data were obtained from participants' responses to an Arabic Version of Sarason's (1984) Reactions to Test (RTT) scale. The sample consisted of 421 tenth graders from two Arab high schools in the central district of Israel. Results indicated stronger agreement within IRT methods and within observed score methods than between these two sets of DIF detection methods. A discussion is included focusing on reasons for these similarities and differences. Results of this study can provide useful information about the relationships to expect between various DIF detection methods. (Contains 10 tables and 49 references.) (Author/SLD)

ED 420 691 TM 028 366

Johanson, George; Alsmadi, Abdalla
Differential Person Functioning.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Diagnostic Tests; *Item Bias; Matrices; *Rating Scales; Test Items

might have been a textual explanation of a narrative analysis of qualitative data to a poetic rendition. The focus is on the work of a female graduate student working collaboratively with another graduate student. The story emerged as a teacher-as-researcher study on graduate students in a course on teaching language arts that focused on current trends in literacy education and the development of teachers. The students worked collaboratively on a project. The poem, which is included, focuses on of the student's experience in collaboration and self-expression within the context of the graduate program. It shows how she found the ability to use her own voice in her graduate writing. (Contains 22 references.) (SLD)

ED 420 710 TM 028 432

Trimble, Susan B.; Peterson, Gary W.
A Multitrait-Multimethod Framework To Assess Team Leadership and Team Functioning.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; Elementary Secondary Education; *Evaluation Methods; Focus Groups; Interdisciplinary Approach; Interviews; *Leadership; *Multitrait Multimethod Techniques; *Teacher Collaboration; *Teamwork

The growth of educational teams in collaborative reform initiatives spurs a need for team assessments to assist in promoting functional team environments, productive team work, and member satisfaction. This study applied a multitrait-multimethod framework (D. Campbell and D. Fiske, 1959) to assess team functioning and team leadership. Four case studies of four middle level interdisciplinary teacher teams illuminate how the multitrait-multimethod framework can be used to assess and then prescribe interventions to enhance team functioning. This paper presents two of four cases. A traits-by-methods (4 x 4) matrix provided a conceptual framework for a comprehensive assessment of each case. Traits were task, relationships, leadership, and motivation/energy. Methods were story-writing, questionnaires, direct observation of team meetings, and leader focus groups using metaphors. The results substantiate that the multitrait-multimethod framework provides convergent, concrete, and useful findings to generate recommendations for team maintenance and improvement. (Contains four tables and seven references.) (Author/SLD)

ED 420 711 TM 028 433

Nevitt, Johnathan; Hancock, Gregory R.
Relative Performance of Rescaling and Resampling Approaches to Model Chi Square and Parameter Standard Error Estimation in Structural Equation Modeling.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

of the studies reviewed are from the United States or Canada, although a few are from the United Kingdom or Australia. Earlier studies were more likely to be concerned with the effects of part-time work on the employability of youth, but in the late 1980s analysts became more concerned with the negative effects of part-time work on students. In the United States and Canada, about two-third of high school students in the upper grades hold part-time jobs varying from a few hours to more than 30 hours a week. Studies of the effects of part-time work generally deal with academic performance, persistence in school, and other variable related to student activities that may affect their working careers. The literature review includes studies that have been used to bring about modifications of laws and regulations governing youth employment in a number of jurisdictions. The research studies reviewed suggest the following five hypotheses: (1) regulation of part-time work by students in any province in Canada is no more restrictive than the law for hours of work for employees in general; (2) if the hours of work per week are restricted for students, few students will work more than the maximum set by regulations; (3) if restrictions are set on the hours a student may work, more students will work, including students from "at-risk" groups; (4) if restrictions are placed on the number of hours a student may work each week, average marks of students will increase, but absentee and dropout rates will decrease, all other things being equal; and (5) some students, if not allowed to work longer hours, will dropout out of school or apply for part-time status. The evidence is strong enough to justify a large-scale study of these hypotheses. If the relationships among these hypotheses are verified, the Canadian economy will benefit. (Contains 1 table and 66 references.) (SLD)

ED 420 729   UD 032 382

Osa, Osayimwense, Ed.
The All White World of Children's Books & African American
  Children's Literature.
PUB DATE- 95
NOTE- 171p.; Previously published as a special issue of the
  Journal of African Children & Youth Literature, v3, 1991/1992.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Community; Black Culture; *Blacks; *Childrens
  Literature; Ethnic Groups; *Folk Culture; Minority Groups;
  *Stereotypes
IDENTIFIERS- *African Americans

The essays in this collection explore African American children's literature and the view it provides of the African American community. Of particular interest is the relationship between African American folktales and those of subSaharan Africa. The following essays are included: (1) "The All-White World of Children's Books" (Nancy Larrick); (2) "African Americans in Children's Literature--From Stereotype to Positive Representation" (Mary Thompson Williams and Helen Bush Caver); (3) "Since the Sixties: Literature for Children by African-American Writers and Illustrators" (Frances Smith Foster); (4) "Illustration Is My Form, the Black Experience, My Story and My Content" (Tom Feelings); (5) "African-American Communication Tradition Oral and Literate" (Madge Gill Willis); (6) "Images of African-Americans in Picture Books for Children" (Judith V. Lechner); (7) "My Calling as Storyteller" (Cynthia Watts); (8) "The Pied Piper of Isleford: Ashley Bryan" (Kemie Nix); (9)

(Author/KB)

ED 420 390 PS 026 547

Marcus, Rachel; Husselbee, David; Shah, Faiz; Harper, Annie; Ali, Bahar
Stitching Footballs: Voices of Children in Sailkot, Pakistan.
SPONS. AGENCY- Save the Children, London (England).
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Child Labor; *Children; Compensation (Remuneration); Employed Parents; Family Financial Resources; Family Work Relationship; Foreign Countries; Labor Legislation; Labor Problems; Mothers; Position Papers; Work Attitudes; Work Environment

This report details a situation analysis of children working in football stitching around Sialkot, Pakistan. The analysis (1) examined the reasons that children work and the probable impact of eradicating children's involvement and phasing out home-based production and (2) determined a baseline for monitoring changes in children's and families' well-being as a result of a social protection program. Section 1 of the report describes the program developed to phase out children's involvement in football stitching and the study's goals. Section 2 provides an overview of the Sialkot District and the football manufacturing industry. Section 3 details the findings of a survey of 428 households and 46 focus group discussions. Key findings revealed that the vast majority of children stitch footballs because they are poor. Findings include the following: working does not necessarily prevent school attendance; stopping children from working will significantly reduce family income; many women currently stitching at home will not be able to work in stitching centers; stitching footballs is less hazardous than other work open to children, but prolonged stitching from an early age can cause physical harm; poor remuneration is the main disadvantage of football stitching; and children and adults receive equal pay for work of equal quality. Section 4 of the report recommends protecting family incomes, improving education and vocational training, giving programs time to work, monitoring the social impact of industry changes, and ensuring that action is based on a full understanding of the reality of children's lives. Six appendices include statistical tables, methodology, and an outline of the project to eliminate child labor in the Sialkot soccer ball industry. Contains 12 references. (KB)

ED 420 391 PS 026 548

Suskind, Diana
Children's Perception of Piggybacking: Partnership in Learning.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Cooperative Learning; Grade 1; Higher Education; Partnerships in Education; Preservice Teacher Education; Primary Education; *Student Attitudes; Student Surveys; Teacher Student Relationship
IDENTIFIERS- *Piggybacking (Early Childhood Education)

parents. Section 1 of the report focuses on child care needs for low-income working families. Section 2 summarizes findings indicating increases since the 1980s in low birth-weight infants, teen homicides and suicides, teen birth rate, juvenile violent crime arrest rate, and single parent families, and decreases in infant mortality rate, child death rate, teen accidental deaths, and percent of teens who are high school dropouts or not attending school and not working. Child poverty rates showed countervailing trends, and are currently declining. Section 3 presents national profiles, including national indicator maps depicting state rankings. Section 4 contains state profiles, including state and national data and graphs depicting trends from 1985 to 1995. Appendices include standard scores and national rankings and multi-year trend data for Kids Count indicators. The report concludes with definitions and data sources, criteria for indicator selection, and primary contacts for state Kids Count projects. (KB)

ED 420 410   PS 026 579

Cohen, Craig; Hendler, Noah
No Home without Foundation (Nta Nzu Itagira Inkigi): A Portrait of Child-Headed Households in Rwanda.
PUB DATE- 97
NOTE- 49p.; Contains many pages of photographs.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Childhood Attitudes; *Children; Developing Nations; Family (Sociological Unit); Foreign Countries; *Heads of Households; Interviews; Personal Narratives; Photojournalism; Profiles; *Sibling Relationship; Siblings; Social Problems; War
IDENTIFIERS- Adolescent Attitudes; *Orphans; *Rwanda

The genocide in Rwanda has resulted in that country having many child-headed households. This unusual phenomenon has set Rwanda apart from its neighboring countries. This book of photographic portraits and stories of Rwandan children and adolescents in families living without adult support or supervision conveys the complexity and diversity of their situations and their determination to remain together as siblings. The book is designed to use photography and writing to influence public policy affecting the lives of those living in marginalized communities. The book's introduction presents the purpose of this project as documenting the current situation of parentless children in Rwanda and their heroic efforts to rebuild the foundations of their families. A series of photographic and narrative portraits follows, describing how the children lost their parents, their views of family, their feelings of responsibility for siblings, and their efforts to support their families. (KB)

ED 420 411   PS 026 580

Rwanda's Women and Children: The Long Road to Reconciliation. A Field Report Assessing the Protection and Assistance Needs of Rwandan Women and Children.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Welfare; *Childhood Needs;

described. A copy of the survey is included. Contains 50 references. (JPB)

ED 420 427 PS 026 602

Caruso, D. A.; Horm-Wingerd, D. M.; Golas, J. C.
Head Start Teaching Center: Outcome Evaluation of 3 Years of Participatory Training.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Experiential Learning; Preschool Education; *Preschool Teachers; *Professional Development; Program Effectiveness; Program Evaluation; Training Methods
IDENTIFIERS- Project Head Start

The New England Head Start Teaching Center (NEHSTC) is one of 14 federally funded programs created to test the efficacy of participatory, hands-on training for enhancing Head Start service delivery. An outcome evaluation of the program was conducted after 3 years of operation. The research design of the evaluation was a nonequivalent comparison group design with information collected prior to training, and 1 and 6 months after training. Comparison subjects were drawn from Head Start agencies in the New England region who had not participated in NEHSTC training. Data were collected through surveys and on-site observations of randomly selected trainees 6 months after training. A total of 239 trainees comprised the NEHSTC group and 130 the comparison group. Training was provided to Head Start staff in groups of up to 12 persons during a 3- to 5-day period of residence at the Teaching Center and included areas such as cultural diversity, individualizing services, home visiting, food safety, director development, and child-initiated activities. Four types of learning activities were used: didactic, group discussion, simulation/role play, and participatory. The findings demonstrated that the NEHSTC was successful in implementing high quality, participatory training within the context of an on-going Head Start program. The outcome findings indicated that staff who participated in the NEHSTC training demonstrated gains in knowledge, skills, and attitudes compared to similar Head Start employees who did not receive such training. The positive findings suggest that participatory training should be included in the menu of training options available to Head Start. (Author/KB)

ED 420 428 PS 026 603

Mulholland, Lori; Greene, Andrea
Arizona Head Start for Homeless Children and Families Project. 1994-95 Evaluation Report.
SPONS. AGENCY- Southwest Human Development, Inc., Phoenix, AZ.
PUB DATE- 95
NOTE- 62p.; For 1995-96 Evaluation Report, see PS 026 604.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Compensatory Education; Delivery Systems; Early Intervention; *Family Programs; Family (Sociological Unit); Focus Groups; *Homeless People; Interviews; Models; *Preschool Children; Preschool Education;

theory of identity status, identity achievers and adolescents in moratorium reported the most exploration, while adolescents in identity diffusion explored least. Retrospective childhood data revealed that breadth of childhood interests, as indicated by active engagement in technical and cultural activities, were the strongest predictors of exploration in adolescence. Parenting behavior, primarily joint activities with children, predicted adolescent exploration only when childhood breadth of activities was not included in the analyses at the same time. Parental behavior, however, had a strong and direct impact on childhood breadth of interests. Thus, childhood breadth of activities was a true mediator of the relationship between parenting behavior and adolescent exploration. (Contains 55 references.) (KB)

ED 420 446 PS 026 649

Onikama, Denise L.; Hammond, Ormond W.; Koki, Stan
Family Involvement in Education: A Synthesis of Research for Pacific Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Asian Americans; Cultural Awareness; *Cultural Influences; Culturally Relevant Education; Definitions; Elementary Secondary Education; *Family Involvement; Family Needs; Family Role; Family School Relationship; Pacific Islanders; Parent Attitudes; Parent Empowerment; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; School Based Management; School Community Relationship; Social Differences
IDENTIFIERS- *Hawaii; National Education Goals 1990; *Pacific Islands; Parent Child Centers; Parent Needs

This report examines family involvement in elementary and secondary education, focusing on special concerns for schools in Hawaii and the Pacific Islands. The report identifies barriers to family involvement found among culturally diverse populations and suggests positive directions aimed at overcoming those barriers. Following an introduction, the report discusses the numerous components of family involvement and notes that family, school, and community are three major interrelated spheres of influences on a child's life that can work toward academic success or impede progress. Barriers among culturally diverse populations are described, including prior history of discrimination, generational differences in acculturation, language differences and misconceptions about school, teachers' beliefs and attitudes, and issues of community identity. Barriers posing unique challenges for educators in the Pacific Islands include the lack of a clear definition of family involvement, issues related to the schooling process, cultural barriers, religious priorities, and a belief in the separation of school and home. The report identifies positive directions in family involvement efforts nationwide, including the priority placed on family involvement in the U.S. National Education Goals and the empowerment model to provide an organizational structure for parent involvement programs. Positive directions in the Pacific are presented, including the support for site-based management and the development of a network of parent-community networking centers. The report concludes with recommendations related to

Fail or Succeed" (Gene L. Davis); "Schools at the Center: One Community's Experience" (T. J. DeTurk, Jerry Hoffman); "'Channeling': The Classroom-Home Connection" (Jolene Evans); "Connecting Science and Special Education through Classroom Assessments" (Kevin D. Finson); "Intensive Block Scheduling" (Tom Foerschler, Pam Eshom, Ann Kocher); "School Technology: A Student's Perspective of the Benefits" (Tad Hernandez); "Counseling for High Skills" (Kenneth Hoyt, Judy Hughey, Kenneth Hughey); "Discovering Place and Community: Bringing Rural Education Home" (Sue Kidd); "What Do Students from Rural and Small Schools Say about Their Preparation for University Study?" (Ray Kurtz, Ron Lantaff, Larry Lysell); "3 R's for At-Risk Student Intervention" (Tim McFarland); "Annenberg Rural Challenge: School Reform and Public Policy" (Paul Nachtigal, Marty Strange); "Inexpensive Technology Solutions for Small School Districts" (Michael Renfro); "Do Rural School Districts Want Character Education?" (Janice Carner Reynolds); "Facility Planning for Technology" (Tweed W. Ross); "Getting Your Community Ready for the Internet" (Tweed W. Ross); "Correcting for the Variables That Confound Accurate Enrollment Projections" (G. Kent Stewart); "Rural School Electronic Consolidation: Better Not Bigger" (Sharon Tatge); "A Study of the Relationship between Enrollment Size and Math Achievement in Kansas School Districts" (Sharon Treaster); "Heritage Day: A School-Community Celebration" (Debbie K. Wedel); and "International Opportunities for Kansas Rural Schools" (Emmett Wright, Mikhail Korenman). (SV)

ED 420 463   RC 021 545

Rural Indiana Profile: Alcohol, Tobacco & Other Drugs.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; *Crime; Drug Rehabilitation; *Drug Use; Health Services; *Prevention; Programs; Public Health; *Rural Areas; *Rural Youth; Smoking; State Surveys; Statewide Planning; *Substance Abuse
IDENTIFIERS- *Indiana

This report examines alcohol, tobacco, and other drug use in rural parts of Indiana, as well as public and private initiatives to reduce these problems. The report is based on epidemiological, health, and criminal justice indicators; focus groups; and in-depth interviews with local officials, researchers, service providers, and civic leaders. Chapters 1-2 outline key findings, provide a profile of rural Indiana, and characterize state and local agencies and state priorities. Chapter 3 reports on substance abuse in rural Indiana: use of tobacco, alcohol, illicit drugs, prescription drugs, and over-the-counter drugs; availability of drugs; perceptions and attitudes; and prevention needs and services. Chapter 4 discusses crime: drug offenders, use among arrestees, drinking and driving, drug seizures, tobacco sales to minors, treatment for criminals, and drug courts. Chapter 5 reports on the impact on health: deaths; newborns; HIV/AIDS; and treatment services, needs, and utilization. Chapter 6 lists costs of substance abuse related to tobacco, newborn care, alcohol-related crashes, HIV/AIDS, welfare, foster care, treatment and prevention, and prisons. Rural issues, local leadership, youth prevention, treatment, criminal justice, and tobacco control are discussed in the final chapter on looking to the future. Separate sections within some chapters profile specific achievement standards can, for the most part, be addressed through the Indian content standards. Although these American Indian standards were developed for use in BIA-funded schools, they may also be used as guidelines for developing more tribally specific local standards. An appendix from the national standards document is included that outlines content and achievement standards for sequential learning in each arts discipline. (SV)

ED 420 479 RC 021 586

American Indian Standards for Health Education.
PUB DATE- 98
NOTE- 15p.; Based on the 1995 National Health Education Standards; see ED 386 418.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; American Indian Culture; *American Indian Education; American Indians; Culturally Relevant Education; Elementary Secondary Education; *Health Education; *Health Promotion
IDENTIFIERS- *National Health Education Standards; *Performance Indicators

These American Indian standards for health education were developed in close alignment with the 1995 U.S. national standards. While the text of the actual "standards" is the same in both documents, the performance indicators in this material have been tailored specifically for use in schools serving American Indian students. Like the national standards, the material is broken into three grade level groupings: K-4, 5-8, and 9-11. For each grade level, performance indicators that encompass traditional knowledge and cultural values, extended family and clan relationships, and community well-being are provided for each of seven standards: comprehension of concepts related to health promotion and disease prevention; ability to access valid health information and health-promoting products and services; ability to practice health-enhancing behaviors and reduce health risks; analysis of the influence of culture, media, technology, and other factors on health; ability to use interpersonal skills to enhance health; ability to use goal-setting and decision-making skills to enhance health; and ability to advocate for personal, family, and community health. These American Indian standards may also be useful to Indian nations developing their own standards for tribal education or to those adapting state standards to be more culturally relevant to Indian communities. (SV)

ED 420 480 RC 021 587

American Indian Standards for Language Arts Education.
PUB DATE- 98
NOTE- 6p.; Based on the draft National Language Arts Standards developed by the National Council of Teachers of English.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indian Languages; American Indian Literature; Culturally Relevant Education; Elementary Secondary Education; English; *Language Arts; *Language Proficiency; Literature Appreciation; *National Standards; *Reading Ability; *Writing Ability
IDENTIFIERS- *Curriculum Standards

The Bureau of Indian Affairs developed language and literacy

'Spirit' of the NCTM Standards" (Diana F. Steele); (5) "Construction and Validation of the Spatial-Symbolic Pattern Instrument" (Donna F. Berlin and Arthur L. White); (6) "Views about Mathematics Survey: Design and Results" (Marilyn P. Carlson); (7) "Changes in Teachers' Beliefs and Assessments of Students' Thinking across the First Year of Implementation of Cognitively Guided Instruction" (Anita H. Bowman, George W. Bright, and Nancy N. Vacc); (8) "Sustaining Cultures of Teaching for Constructive Mathematics Education" (M. Jayne Fleener and Roland G. Pourdavood); (9) "The Educational Benefits of Being a Participant in a Research Study: One Preservice Secondary Mathematics Teacher's Experience" (Deborah A. Gober); (10) "Preservice Mathematics Teachers' Constructions of Gender Equity in the Classroom" (Denise S. Mewborn and Deborah A. Gober); (11) "The Perceptions of Preservice Elementary Teachers about the Integration of Mathematics and Reading" (Kathryn S. Reinke, Kouider Mokhtari, and Elizabeth Willner); (12) "The Impact of Math Apathy Students on One High School Teacher" (Kenneth L. Shaw and Cylle Rowell); (13) "District-Wide Reflective Teaching in Mathematics: From Changing the Story to Storing the Change" (Christine D. Thomas and Karen A. Schultz); (14) "Teachers' Beliefs about Mathematics as Assessed with Repertory Grid Methodology" (Steven R. Williams, Miriam Pack, and Lena Licon Khisty); (15) "The Geometry Classroom: The Influence of Teachers' Beliefs" (Kay A. Wohlhuter); (16) "Mathematics Students Teachers' Development of Teacher Knowledge and Reflection" (Maria L. Fernandez); (17) "Using Videos To Provide "Case-Like" Experiences in an Elementary Mathematics Methods Course" (Susan N. Friel); (18) "Mathematics Culture Clash: Negotiating New Classroom Norms with Prospective Teachers" (Betsy McNeal and Martin Simon); (19) "A Model for Studying the Relationship between Teachers' Cognitions and Their Instructional Practice in Mathematics" (Alice F. Artzt and Eleanor Armour-Thomas); (20) "Mediating Pedagogical Content Knowledge through Social Interactions: A Prospective Teacher's Emerging Practice" (Maria L. Blanton and Sarah B. Berenson); (21) "Learning To Teach Algebraic Division for Understanding: A Comparison and Contrast between Two Experienced Teachers" (Jose N. Contreras); (22) "Preservice Secondary Mathematics Teachers' Interpretations of Mathematical Proof" (Eric J. Knuth and Rebekah L. Elliott); (23) "Why Do We Invert and Multiply? Elementary Teachers' Struggle To Conceptualize Division of Fractions" (Ron Tzur and Maria Timmerman); (24) "Shape Makers: A Computer Microworld for Promoting Dynamic Imagery in Support of Geometric Reasoning" (Michael T. Battista and Caroline Van Auken Borrow); (25) "Interactive Diagrams: A New Learning Tool" (Jere Confrey, Jose Castro Filho, and Alan Maloney); (26) "Conjecturing and Representational Style in CAS-Assisted Mathematical Problem Solving" (M. Kathleen Heid, Glendon W. Blume, Karen Flanagan, Kenneth Kerr, James Marshall, and Linda Iseri); (27) "Roles of Symbolic Representation in CAS-Assisted Mathematical Problem Solving" (M. Kathleen Heid, Glendon W. Blume, Linda Iseri, Karen F

ED 420 496   SE 061 479

Dunne, Mairead; Wendt, Neva
Environmental Education Teachers Manual. Environmental Education Issues in the Pacific.
PUB DATE- 96
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

Bainer, Deborah L.; Wright, Dinah
Teacher Choices about Their Own Professional Development in Science Teaching and Learning.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Constructivism (Learning); *Curriculum Development; Educational Change; Elementary Education; Metacognition; *Professional Development; Program Evaluation; Reflective Teaching; *Science Education; *Science Teachers; Teacher Attitudes

When a constructivist professional development program was introduced to elementary teachers in a school district, some of the teachers who teach in self-contained classrooms (N=59) elected to participate in a yearlong professional development project. To explore the impact of professional development, a purposive sample of participating teachers was selected and interviewed in depth one year following the professional development program. The questions focus on the long-range impact of the professional development program on science instruction in classrooms, on the teachers' attitudes toward science teaching and learning, and the barriers that they perceive to science education reform at the building and district levels. Teachers were observed and interviewed on site, student-developed artifacts were examined, and an on site focus group was conducted. Results suggest that when given the freedom to make choices about their own professional development, teachers construct programs which lead to changes in their thinking about teaching and learning. (Author/DDR)

ED 420 518 SE 061 557

Schoen, Harold L.; Pritchett, Johnette
Students' Perceptions and Attitudes in a Standards-Based High School Mathematics Curriculum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *High Schools; *Mathematics Curriculum; *Mathematics Education; *Standards; *Student Attitudes; *Teaching Methods

The National Council of Teachers of Mathematics (NCTM) Standards recommend that students go beyond memorizing and applying formulas to applying procedures. Students should not only understand mathematics, but also be able to do mathematics. The Core-Plus Mathematics Project (CPMP) is a comprehensive curriculum development project that develops student and teacher materials for a three year high school mathematics curriculum for all students, plus a fourth year course continuing student preparation for college mathematics. This study analyzes students' perceptions and attitudes towards the CPMP curriculum by using the CPMP Student Belief survey.

of Social Science, Volume 513; Reference Books in International Education, Volume 23.
PUB DATE- 93
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Studies; *Comparative Education; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Global Education; Higher Education; *Korean Culture; Multicultural Education; Non Western Civilization; Politics of Education
IDENTIFIERS- *South Korea

This book provides students and scholars with an introduction to Korean education and the dynamics of interchange between the educational system and the rapidly changing Korean society. Attention is given only to the Republic of Korea (South Korea) and includes only English language works of reference. The book contains six chapters: (1) "Historical Roots of Modern Education"; (2) "The Educational System: Structure, Content, and Administration"; (3) "Transnational Transfer of Knowledge and Its Influences on Korean Education"; (4) "Educational Policy Making and Planning"; (5) "Education, Economic and Social Change"; and (6) "Epilogue." (EH)

ED 420 543 SO 028 086

Allen, Elsie
Pomo Basketmaking: A Supreme Art for the Weaver.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Culture; Art; Art Education; Design Crafts; Elementary Secondary Education; *Handicrafts; Instructional Materials; *Personal Narratives; Visual Arts
IDENTIFIERS- *Basket Weaving; *Pomo (Tribe)

This resource serves as a historical document and instructional guide for a creating a traditional Native American art form. The book begins with the narrated life story of Elsie Allen, a fourth generation Pomo basketweaver born in 1899. Subsequent chapters provide descriptions, diagrams, drawings, photographs, and step-by-step instructions for making traditional Pomo style baskets. These instructions, also narrated by Elsie Allen, include: (2) "Gathering Materials for Use in Pomo Basketweaving"; (3) "Pomo Indian Basket Designs"; (4) "How to Make Coiled Baskets"; (5) "Pomo Feather Baskets"; (6) "Twine Baskets"; (7) "Baby Baskets and Baby Doll Baskets (Sicka)"; and (8) "Canoe Baskets." Both the practical uses and spiritual significance of various baskets types and designs are indicated. (MM)

ED 420 544 SO 028 147

King, Penny; Roundhill, Clare
Portraits. Artists' Workshop Series.
PUB DATE- 96
NOTE- 35p.; For other items in this series, see SO 028 148-150.
LANGUAGE- English

NOTE- 13p.; List originally compiled with assistance from Norma
Glock and Emily Hanson.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Arabs; Area Studies;
Elementary Secondary Education; Foreign Countries; *Foreign
Culture; Islamic Culture; *Middle Eastern History; *Middle
Eastern Studies; *Multicultural Education; Non Western
Civilization; Social Studies
IDENTIFIERS- *Middle East

This paper describes a resource tool called a pathfinder, which is a specialized bibliography used by public, academic, and school librarians to compile related information into a single document, usually under 10 pages. This Middle East Pathfinder contains 14 types of information sources including: (1) a brief introduction to the topic with sources; (2) general information and sources of a factual nature; (3) folklore resources; (4) picture books; (5) middle readers; (6) historical fiction; (7) holidays and celebrations resources; (8) other genres; (9) food resources; (10) art and craft resources; (11) information on a representative author or illustrator; (12) videos; (13) web sites; and (14) curricular resources (lessons plans). (EH)

ED 420 566 SO 028 413

Artists-In-Schools Planning Manual.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art; *Art Activities; Art Education; *Artists;
*Cultural Activities; Cultural Education; Elementary Secondary
Education; Enrichment Activities; Residential Programs
IDENTIFIERS- *South Dakota

This planning guide provides artists, project directors, and representatives from schools and communities with practical suggestions for a successful residency. The manual describes the sponsor's responsibilities and role in conducting a successful Artists-In-Schools residency. Included are ideas for supplementing a residency program with teacher inservices and activities involving the local community. Sections of the manual include: (1) "Introduction"; (2) "Information for Sponsors"; (3) "Project Director Checklist"; (4) "Guidelines for a Residency"; (5) "Components of a Successful Residency"; (6) "Artist's Travel, Lodging and Meals"; (7) "Publicity"; (8) "Artists-in-Schools Orientation Workshop"; (9) "Other Arts Education Programs from SDAC"; (10) "Information for Artists"; and (11) "The Arts and '504'." (EH)

ED 420 567 SO 028 484

Gee, Robin, Ed.; Quick, Joseph
The Wisconsin Citizenship Initiative. Program Guide. Bulletin No. 97178.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

economically interdependent. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "The World in My Classroom"; (2) "Trading Places"; (3) "Dollar for Dollar"; (4) "Business Matters"; and (5) "Global Business Challenge." The student materials are accompanied by: an introductory letter to parents; a vocabulary list and companion terms in other languages; the "Global Discovery" booklet; a "Business Journal"; a "Certificate of Achievement"; and a teacher evaluation form. (EH)

ED 420 589 SO 028 817

Our Community: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 96
NOTE- 85p.; An audio tape, "Money and Banking," which accompanies the "Student materials," is not available from ERIC. For other "Junior Achievement" guides, see SO 028 815-823. Numerous corporate sponsors are listed as "Founding Contributors."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Community; *Decision Making; *Economics; *Economics Education; Elementary Education; Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about businesses and the many occupations found in those businesses in a typical city. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons in this booklet include: (1) "How Does a Community Work?"; (2) "Sweet 'O' Donuts"; (3) "The Role of Government"; (4) "A New Business"; and (5) "Money and Banking." The student materials are accompanied by: an audio tape on money and banking; a letter to parents; two activity sheets and job stickers for lesson 1; a donut sheet and ingredient sheets for lesson 2; play money and government job cards for lesson 3; ballots for lesson 4; a "Money Moves" worksheet; a "Junior Journal"; and a "Certificate of Achievement." (EH)

ED 420 590 SO 028 818

Our Nation: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 94
NOTE- 69p.; For other "Junior Achievement" guides, see SO 028 815-823. Numerous corporate sponsors are listed as "Founding Contributors."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Community; *Decision Making; *Economics; *Economics Education; Elementary Education;

Kosla, Bernice C.
Romania and Bulgaria Project. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 260p.; Much of the supporting documentation may not reproduce clearly. For other documents in the 1997 program, see SO 028 883-890.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Cooperation; Critical Thinking; Foreign Countries; *Political Science; Primary Sources; Secondary Education; Social Studies; United States History; *World History
IDENTIFIERS- *Bulgaria; *Romania

This document consists of six pages of course description accompanied by over 200 pages of reproduced material including the complete constitutions of Bulgaria, Romania, and the United States, respectively. This unit allows students to analyze primary and secondary sources, think critically about the documents, and reflect on whether a country's constitution reflects the character and priorities of its people. Working in groups, students examine blind copies of the Romanian Constitution, the Bulgarian Constitution, and the United States Constitution. After discussing the basic concepts in the documents, students identify the sources for each of the documents. In addition, students examine excerpts from literary works from all three countries and data pertaining to each country. (EH)

ED 420 615 SO 028 888

Leonard, Thomas M.
NATO Expansion: Romania and Bulgaria within the Larger Context. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 22p.; For other documents in the 1997 program, see SO 028 883-890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Conflict; Developing Nations; Foreign Countries; Global Education; Higher Education; *International Cooperation; *International Organizations; International Relations; Peace
IDENTIFIERS- *Bulgaria; North Atlantic Treaty Organization; *Romania

This paper analyzes the issues regarding current expansion of NATO membership to include Romania and Bulgaria. The perspective given is that of the United States and places the Romanian and Bulgarian cases within the context of those issues. Sections of the paper include: (1) "The Road to Madrid: Expansion of NATO"; (2) "No Easy Answers: The Impending Debate Over NATO Expansion"; (3) "Rejected Suitors: Romania and Bulgaria"; and (4) "Conclusion." (EH)

ED 420 616 SO 028 889

Fetishist: Or, the Cultural Politics of Reflective Nonengagement" (M. Dressman); (8) "Upstream in the Mainstream: Pedagogy Against the Current" (R.E. Bahruth and S.F. Steiner); (9) "Engaging Special Education Practitioners with Language and Culture: Pitfalls and Challenges" (J. De Leon, C. Medina, and R. Ortiz); (10) "Exploring the Use of History in Multicultural/Multilingual Teacher Education" (K. Tellez and S. O'Malley); (11) "The Struggle for Cultural Self: From Numb to Dumb" (S.M. Rumann); (12) "Challenging Privilege: White Male Middle-Class Opposition in the Multicultural Education Terrain" (R. Smith); (13) "Moving Off Center: Engaging White Education Students in Multicultural Field Experiences" (C.R. O'Grady); (14) "Identity and Engagement in Multicultural Education" (B.J. Cahill and E.M. Adams); (15) "Lowering the Shields: Reducing Defensiveness in Multicultural Education" (D.J. Goodman); (16) "(E)strange(d) Relations: Psychological Concepts in Multicultural Education" (N. Lesko); and (17) "Teaching Within/Against the Backlash: A Group Dialogue About Power and Pedagogy in the 1990's" (G.L. Anderson, M. Bentley, B. Gallegos, K. Herr, and E. Saavedra). (All papers contain references.) (SM)

ED 420 635   SP 037 995

Ellsworth, Elizabeth
Teaching Positions: Difference, Pedagogy, and the Power of Address.
PUB DATE- 97
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Dialogs (Language); Elementary Secondary Education; *Film Study; Higher Education; *Instructional Films; Interpersonal Communication; *Paradox; Teacher Student Relationship; Teachers; *Teaching (Occupation)
IDENTIFIERS- Analytic Approach

This collection of essays takes the question of pedagogy into a variety of places, including film studies, psychoanalytic literature criticism, dialog, and readings of educational documentary films and web sites. Part 1, "Teaching as a Scene of Address," includes chapters 1-6. The chapters introduce the concept of mode of address and where it comes from in media studies, use mode of address to rethink pedagogy, and discuss the notion that teaching is impossible if an exact fit between message and understanding, conscious and unconscious, curriculum and interpretation is impossible. They also use mode of address to destabilize the assumptions underlying communicative dialog, explore the possibilities and promise of a student-teacher relation that is different from communicative dialog (analytic dialog), and offer a concrete example of a pedagogy based on analytic dialog. Part 2, "Teaching through Paradoxical Modes of Address," includes chapters 7-11. These chapters demonstrate that the paradoxes of teaching do not have to leave teachers in political paralysis, moral and ethical relativism, or personal despair. The chapters present five paradoxes: teaching as the taking of action without a positive reference; the paradox of power and authority in teaching; teaching as a performance suspended in the space between self and other; teaching as performance suspended in time (interactive pedagogy in new media); and pedagogy as a performance suspended in thought (the power of a magical realist address in academic writing). (SM)

Outstanding Women Athletes: Who They Are and How They Influenced
Sports in America. Second Edition.
PUB DATE- 98
NOTE- 412p.; For the first edition, see ED 349 286.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Athletes; Biographies; College Students; *Females; Higher Education; Olympic Games; *Womens Athletics
IDENTIFIERS- Sport History

This updated second edition provides comprehensive and current information on women in sports, detailing the history, biography, bibliography, and statistics of female professional and amateur athletes. The book is divided into 4 parts with 6 chapters. Part 1, History of Women's Sports, presents: (1) Women in American Sports and (2) Women in the Olympics (noting every Olympic venue to date). Part 2, Biographies and Teams, presents listings of: (3) 86 Outstanding Women Athletes Who Influenced American Sports and (4) 10 Outstanding Women's Teams. Part 3, Basic Resources, offers: (5) a selected bibliography and (6) a directory of organizations. Part 4, Appendixes, includes appendixes A-F: (A) Olympic Gold Medalists; (B) Selected National Award Winners and Champions; (C) National Collegiate Athletic Association (NCAA) Champions, Division I; (D) Athletes Profiled in Outstanding Women Athletes, Arranged by Sport; (E) List of Organization Abbreviations; and (F) Selected Reference Sources. (SM)

ED 420 655 SP 038 015

Kulinna, Pamela Hodges; Silverman, Stephen; Deng, Xiaofen
Relationship between Teachers' Attitudes and Actions toward
Teaching Physical Activity and Fitness.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Physical Activities; *Physical Education Teachers; *Physical Fitness; *Teacher Attitudes; *Teacher Behavior

This study investigated the relationship between physical education teachers' attitudes toward physical activity and fitness and what they taught in their classes. Participants were 42 elementary and secondary physical education teachers selected according to high physical activity and fitness attitude or low physical activity and fitness attitude scores on an instrument designed to measure the relative importance of four physical education outcome goals to teachers. Researchers observed each teacher twice using the System for Observing Fitness Instruction Time instrument to measure instructional behaviors related to physical activity and fitness. They coded the data from their observations, then combined participants' observation data and attitude data to determine the relationship between attitudes and actions. Data analysis did not show a significant effect between the two attitude groups. There were no significant differences between the high physical activity and fitness and low physical activity and fitness groups in the percent of class time spent in moderate to vigorous physical activity, fitness activities, or teacher behaviors related to fitness. In all three areas, however, the client present. In the client-as-voice mode, she worked directly with the client, usually in the absence of the other participants, to build capacity in the client in both content and process. The consultant's success depended on her ability to overcome any negative influence of the site-specific factors studied (principal, internal facilitator, clarity of reform goals, organizational culture, and knowledge of the change process) and to capitalize on positive site factors. Findings emphasize the importance of values shared between consultant and client, especially the importance of these values in the selection of the consultant. Findings also support the literature regarding the importance of the principal in school reform. (Contains 6 figures and 51 references.) (SLD)

ED 420 673 TM 028 348

Berdie, Doug R.
Discrete Choice Modeling (DCM): An Exciting Marketing Research Survey Method for Educational Researchers.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Marketing; Regression (Statistics); *Research; Scoring; *Surveys
IDENTIFIERS- *Choice Behavior

Discrete Choice Marketing (DCM), a research technique that has become more popular in recent marketing research, is described. DCM is a method that forces people to look at the combination of relevant variables within each choice domain and, with each option fully defined in terms of the values for those variables, make a choice of options. DCM provides more reliable and valid results than do its more simple survey relatives because it more closely resembles the environment in which people really do make choices. DCM studies are initiated by identifying the options from which people must choose, the variables that will have an effect on the choice, and the values those variables do and can take. Market scenarios should not exceed 15 options, and each option should not have more than 15 variables. Because of the need to show people scenarios, DCM is best accomplished in either an in-person setting or on the telephone. When interviews are completed, the results are typically analyzed using multinomial logistic regression models. The main advantage of DCM is that it forces people to confront situations that closely resemble the real world. The major limitation is that it is extremely difficult to calculate individual utility scores for each respondent, and the value of such calculations is still questioned. Results from DCM are therefore not as useful as some other techniques for segmentation studies, (Contains nine references.) (SLD)

ED 420 674 TM 028 349

Reckase, Mark D.
Analysis of Methods for Collecting Test-based Judgments.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English

In many testing situations, differential item functioning (DIF) is a potentially serious problem. It occurs when a test item appears to be easier for one group of examinees than another even after controlling for overall skill level. Differential person functioning (DPF) can occur when "items" can be considered raters and the persons are the objects being rated. This paper introduces the notion of DIF with object-rater data and transposed person-item matrices. The discussion only considers methods for DIF or DPF detection using a binary coding of raters and right-wrong coding of subjects on cognitive tests. Three examples are used: (1) data from a standard setting session of a test of counseling knowledge and skills using an Angoff variation with 9 expert judges or raters; (2) ratings by 14 committee members of 25 research proposals; and (3) data from a mathematics achievement test taken by 384 sixth graders. These examples serve to illustrate the potential utility of DPF, or the application of DIF to rating data and transposed data from cognitive or diagnostic assessment. Notions incorporated in DPF might be especially useful in the area of diagnostic testing. (Contains 4 figures and 17 references.) (SLD)

ED 420 692 TM 028 367

Johanson, George; Motlomelo, Samuel
An Item Format Continuum for Classroom Assessment.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Essay Tests; *Measurement Techniques; *Objective Tests; Test Construction; *Test Format; Test Items; Test Validity

Many textbooks in educational measurement and classroom assessment have chapters devoted to specific item formats. There may be attempts to relate one item format to another, but the chapters and item formats are largely seem as distinct entities with only loose and uncertain connections. This paper synthesizes these discussions. An item format continuum is suggested. This continuum closely resembles the work of T. Rocklin (1992), R. Bennett (1993), and R. Snow (1993). There are seven broad categories of test items: (1) dialogue-oral; (2) performance; (3) project; (4) essay; (5) short answer; (6) multiple choice; and (7) true-false. Test validity has not been overlooked as a characteristic, but is simply not related to this continuum. Selecting an appropriate item format for a valid assessment of an instructional unit requires that the teacher match his or her objectives with item format characteristics. An appendix discusses the characteristics of the item formats in the continuum. (Contains 22 references.) (SLD)

ED 420 693 TM 028 368

Johanson, George; Green, Suzy; Williams, James
Blunders and Missed Opportunities in Survey Research.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; Computer Software; *Error of Measurement; Estimation (Mathematics); Monte Carlo Methods; *Research Methodology; Sample Size; Sampling; *Scaling; *Structural Equation Models
IDENTIFIERS- AMOS Computer Program; Bootstrap Methods; EQS Computer Program; *Resampling Techniques

Though common structural equation modeling (SEM) methods are predicated upon the assumption of multivariate normality, applied researchers often find themselves with data clearly violating this assumption and without sufficient sample size to use distribution-free estimation methods. Fortunately, promising alternatives are being integrated into popular software packages. For estimating model chi square values and parameter standard errors, EQS (P. Bentler, 1996) combats the effects of nonnormality by rescaling these statistics. AMOS (J. Arbuckle, 1997), on the other hand, offers bootstrap resampling approaches to accurate model chi square and standard error estimation. The current study is a Monte Carlo investigation of these two methods under varied conditions of nonnormality, sample size, and model misspecification. Accuracy of the chi square statistic is evaluated in terms of model rejection rates, while accuracy of standard error estimates takes the form of bias and variability of the estimates themselves. An appendix provides data for the paper's figures. (Contains 2 tables, 5 figures, and 31 references.) (SLD)

ED 420 712 TM 028 434

Collinson, Vivienne; Hoffman, Lynn M.
High School as a Rite of Passage for Social and Intellectual Development.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; *Friendship; *High School Students; High Schools; *Intellectual Development; Interviews; *Social Development; *Student Attitudes; Urban Schools; Yearbooks
IDENTIFIERS- Independent Behavior; *Rites of Passage

This study of high school students argues that American high school classes continue to be unsuccessful and boring to students because they artificially separate intellectual achievement and social development of adolescents. To understand how students view their high school priorities and the role of their experiences in the transition from adolescence to adulthood, this study used interviews of students in five high school yearbook classes in a large cosmopolitan school system and an analysis of their yearbooks. Individual students completed questionnaires and each class participated in a focus group session for 45 to 90 minutes. These students valued the markers of independence outlined by H. Chang (1992): getting along with everyone, becoming independent, and getting involved. They mentioned friends as their most memorable high school experience. The students' responses make it clear that opportunities for adolescents to develop socially are not readily available in academic classes as they are presently taught. The subject matter may appear marginally relevant, but the outcomes are artificial. Student

"African-American Women Writers of Adolescent Literature" (Rosalie Black Kiah); (10) "The Family Chronicles of Mildred D. Taylor and Mary E. Mebane" (Donnarae MacCann); (11) "Master of Nonfiction: James Haskins" (Joan Nist); (12) "The Coretta Scott King Award" (Lee Bernd); (13) "The International Context of African-American Children's Literature" (Dianne Johnson); (14) "African American Folktales versus White Supremacist Juvenile Fiction" (Donnarae MacCann); and (15) "Multiculturalism and Theater for African-American Youth in the '90s" (Michele McNichols). Each essay contains references. (SLD)

ED 420 730   UD 032 383

McCubbin, Hamilton I., Ed.; Thompson, Elizabeth A., Ed.; Thompson, Anne I., Ed.; Futrell, Jo A., Ed.
Resiliency in African-American Families. Resiliency in Families Series, Volume 3.
PUB DATE- 98
NOTE- 355p.; For volume 2 in this series, see ED 419 896.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Black Culture; *Black Family; Blacks; Cultural Differences; Ethnic Groups; *Family Characteristics; Minority Groups; Outcomes of Education; Political Influences; Racial Differences; *Racial Identification; *Resilience (Personality); Socialization; Tables (Data); Urban Youth
IDENTIFIERS- *African Americans

This book addresses issues facing racial and ethnic minority families. These chapters grew out of a conference at the University of Wisconsin, Madison, that focused on the strengths and resources of minority families. They represent an effort to share knowledge that can be used for the design of ethnically and culturally sensitive family services. Part I addresses issues related to the contexts in which African American families live, and Part II focuses on issues of resilience within the family. The following chapters are included: (1) "Breaking the Silence: Growing Up in Today's Inner City" (Alex Kotlowitz); (2) "African-American Families: Strengths and Realities" (Harriette Pipes McAdoo); (3) "Culture, Resiliency, and Mutual Psychological Development" (Nancy P. Genero); (4) "Indigenous Resources and Strategies of Resistance: Informal Caregiving and Racial Socialization in Black Communities" (Michael C. Thornton); (5) "Resiliency in African-American Families: Military Families in Foreign Environments" (Hamilton I. McCubbin); (6) "Housing and Neighborhood Satisfaction of Single-Parent Mothers and Grandmothers" (Marilyn L. Cantwell and Dorothy I. Jenkins); (7) "Healing Forces in African-American Families" (Cherie A. Bagley and Juanitaelizabeth Carroll); (8) "The Lack of Prenatal Care in Poor Urban African-American Postpartal Women: A Phenomenological Study" (Carol Sue Holtz); (9) "Level of Satisfaction in African-American Marriages: A Preliminary Investigation" (Michael E. Connor); (10) "Variation in Adolescent Pregnancy Status: A National Tri-Ethnic Study" (Velma McBride Murry); (11) "'Being There': The Perception of Fatherhood among a Group of African-American Adolescent Fathers" (William D. Allen and William J. Doherty); (12) "African-American Couples' Lived Experience of Infertility" (Su An Arnn Phipps); (13) "Observing Mother-Daughter Interaction in African-American and Asian-American Families" (Nancy A. Gonzales, Yumi Hiraga, and Ana Mari Cauce); (14) "Resiliency and Coping in 'At-Risk' African-American Youth and Their Families" (Hamilton I. McCubbin, William Michael Fleming, Anne I. Thompson, Paul Neitman, Kelly M. Elver, and

"Piggybacking" is a term used to describe the interaction of educational partners such as college students and elementary school students on long-term projects. Younger students' perceptions of such cooperative learning endeavors has emerged as a useful line of inquiry for teachers. This study focused on a social studies piggybacking project between first-graders and early childhood education college students in Fitchburg, Massachusetts. A questionnaire was developed and administered to all children who participated in the piggybacking project from 1991 to 1997. Responses indicated that piggybacking had contributed to the development of a cohesive and caring learning community. (The questionnaire and responses are appended. Contains 10 references.) (EV)

ED 420 392 PS 026 552

Offering Hope, Not Despair: Eradicating Child Labour without Putting Child Workers on the Streets. Briefing.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Business Responsibility; Case Studies; Change Strategies; *Child Advocacy; *Child Labor; *Child Welfare; Childrens Rights; Developing Nations; Economic Factors; Foreign Countries; Overseas Employment; Poverty
IDENTIFIERS- International Labour Organisation

Addressed to British companies doing business overseas, this briefing paper offers recommendations on practical steps to combat exploitative child labor while explaining why action without the provision of alternative incomes could drive children into higher risk areas of the informal economy. The paper explains that if sufficient resources are not available, then the interests of the children involved may be best served by encouraging employers to end exploitative practices without automatically discarding child workers. The paper recommends that development assistance be provided for alternative incomes and local capacity building; that the new ILO (International Labour Organization) convention be supported; and that effective codes of practice be promoted among British companies operating overseas and British overseas employers, including the government of the United Kingdom. The role of consumer education is dealt with entirely on pages 6-7. The rehabilitation and education of released children is dealt with briefly on pages 20-21. (JPB)

ED 420 393 PS 026 553

Ediger, Marlow
Character Education and the Elementary Curriculum.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Problems; Change Strategies; Elementary Education; *Elementary School Curriculum; Ethical Instruction; Moral Values; Multiple Intelligences; Student Evaluation; *Values Education
IDENTIFIERS- *Character Education

Because of problem behavior in society ranging from impoliteness to violence, character education for students has become a

Children; Civil Liberties; *Educational Needs; *Females; Financial Needs; Financial Support; Foreign Countries; Homeless People; *Housing Needs; International Programs; *Refugees; Technical Assistance; Violence
IDENTIFIERS- Child Protection; Orphans; Reintegration; *Rwanda; United Nations

Rwanda faces tremendous challenges as it tries to fight off insurgents, rebuild its infrastructure, reintegrate refugees, and assist genocide survivors. This report details an investigation which assessed the protection and assistance needs of Rwandan women and children. Part 1 of the report contains the executive summary, key findings, and the study's objectives. Part 2 details the needs of women survivors and returnees for protection, shelter, economic assistance, and health care; describes key programs; and discusses reintegration issues. Part 3 presents children's needs, focusing on separated and orphaned children, issues surrounding residential care, reintegration strategies, children-headed households, street children, girls, and educational needs. The findings of this investigation indicate that significant United Nations funds have been earmarked for women's programs; however, many programs face obstacles related to capacity, resources, and skills. There continues to be a need for better protection programs, human rights monitoring, training in project planning and management, comprehensive reproductive health services, and programs to address violence against women and girls. Donors should study the impact of assistance to ensure that it does not aggravate ethnic tensions rather than alleviate them. Thousands of separated and orphaned children live in centers, on the streets, in children-headed households, and in prisons. Efforts are needed to help children find homes and secure their future. A comprehensive plan of action is needed to transform centers into community service centers. The report concludes with recommendations regarding Rwanda's women returnees and survivors and the separated and orphaned children. (Author/KB)

ED 420 412 PS 026 581

Recovering from 30 Years of War: Refugee Women and Children in Angola.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Childhood Needs; *Children; Civil Liberties; Developing Nations; Educational Needs; *Females; Foreign Countries; Government Role; Health Conditions; Health Needs; Health Services; International Programs; Public Health; Public Policy; *Refugees; Sexual Abuse; Well Being
IDENTIFIERS- Angola; Landmines; Nongovernmental Organizations; Repatriation; Self Sufficiency; United Nations

After 30 years of war, Angola faces the challenge of creating a civil society. This report presents key findings of a visit to Angola, December 1-13, 1996, by the Women's Commission for Refugee Women and Children. The report describes conditions facing women and children affected by war in Angola, addresses the return process of refugees from Zaire and Zambia, and identifies how well women's and children's needs are being addressed by relief efforts. Section 1 of the report presents the executive summary. Section 2 provides a historical overview of the situation in Angola. Section 3 discusses refugee

Program Effectiveness
IDENTIFIERS- Arizona; Project Head Start

Homeless families with children comprise the fastest growing segment of the United States homeless population. This study evaluated Year 1 of the Arizona Head Start for Homeless Children and Families Project, designed to meet educational and social needs of homeless children and families, and to assist Head Start agencies in developing effective service delivery models responsive to needs of homeless families. Participating in the study were 26 children, most of whom were current or former residents of a Phoenix homeless shelter where the Head Start classroom was implemented. Four Head Start program components were modified to meet their needs: education, family development, health, and parent involvement. Evaluation results indicated that the Head Start classroom was conducive to smooth transitions. No data were available to determine child developmental progress. A fairly large percentage of children did not receive health services. Focus groups and interviews revealed that families were forming relationships with others and showed improved communication between children and adults. Parent participation was similar to that in typical Head Start classrooms. Some families progressed toward self-sufficiency although it was not possible to attribute a causal relationship between program services and self-sufficiency. Collaboration and cooperation between the Head Start, the homeless shelter, and other service providers occurred in various ways. Communication was a challenge to implementation. Head Start staff and management developed new skills for working with homeless children and families. Strategies contributing to program success and barriers to effective service delivery were identified, and recommendations made to improve the program and its evaluation. (Four appendices include a sample of the Homeless Family Database; database coding guidelines; database summary statistics for year 1; and improvements planned for Year 2. Contains 18 references.) (Author/KB)

ED 420 429   PS 026 604

Mulholland, Lori
Arizona Head Start for Homeless Children and Families Project. 1995-96 Evaluation Report.
SPONS. AGENCY- Southwest Human Development, Inc., Phoenix, AZ.
PUB DATE- 97
NOTE- 62p.; For 1994-95 Evaluation Report, see PS 026 603.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Compensatory Education; Delivery Systems; Early Intervention; *Family Programs; Family (Sociological Unit); Focus Groups; *Homeless People; Interviews; Models; *Preschool Children; Preschool Education; Program Effectiveness
IDENTIFIERS- Arizona; Project Head Start

Homeless families with children constitute the fastest growing segment of the United States homeless population. This study evaluated Year 2 of the Arizona Head Start for Homeless Children and Families Project, designed to meet educational and social needs of homeless children and families, and to assist Head Start agencies in developing effective models of service delivery responsive to homeless families. The project was implemented in 1994 in Phoenix with 25 children, most of whom were current or former residents of a homeless shelter where the Head Start classroom was implemented. Four Head Start program components were modified to meet their needs: (1)

emphasizing the value of family involvement in education, identifying relevant barriers to family involvement, seeking culturally appropriate solutions, and using professional development opportunities to enhance family involvement. (Contains 41 references.) (KB)

ED 420 447 PS 026 658

Nord, Christine Winquist
Nonresident Fathers Can Make a Difference in Children's School Performance. Issue Brief.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Expulsion; Fatherless Family; *Fathers; Grade Repetition; *Parent Participation; *Parent Role; *Parent Student Relationship; *Performance Factors; Student Attitudes; Suspension; Tables (Data)
IDENTIFIERS- National Household Education Survey

Using data from the 1996 National Household Education Survey (NHES:96), this issue brief looks at the involvement of nonresident fathers in terms of how such involvement affects student performance in grades K-12. In the NHES, resident parents reported on whether nonresident parents who had had contact with their children in the past year had participated in any of the following four types of school activities: general school meeting, regularly scheduled parent-teacher conferences, school or class event, and volunteer opportunities. The following findings are highlighted: (1) most nonresident fathers are not very involved in their children's schools; (2) children are less likely to have ever repeated a grade or been suspended or expelled if their nonresident fathers are involved in their schools; (3) children are more likely to get A's in school, to enjoy school, and to participate in extracurricular activities if their nonresident fathers are involved in the schools. The issue brief concludes by noting that inconsistencies about the benefits of nonresident fathers' continued involvement with their children in extant studies may be due in large part to the fact that contact is often used to measure involvement. The current findings suggest that it is not contact, per se, that is associated with improved student outcomes, but rather active participation in children's lives through involvement in the schools. (HTH)

ED 420 448 PS 026 659

Babb, L. Anne; Laws, Rita
Adopting and Advocating for the Special Needs Child: A Guide for Parents and Professionals.
PUB DATE- 97
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adoption; Child Welfare; Children; Disabilities; Emotional Adjustment; Parent Child Relationship; Public Policy; Transracial Adoption

prevention, criminal justice, treatment programs, and collaborative ventures. Key findings focus on high rates of substance use among rural youth; needs for alcohol and drug treatment in prisons; lack of information on the effectiveness of classroom prevention and other programs; rural transportation obstacles to treatment; the ineffectiveness of local coordinating councils; and inconsistent reporting practices. Contains 73 references. An appendix lists Indiana resources, publicly-funded managed care providers for addiction treatment, county risk factors and programs, and local coordinating councils by county. (SAS)

ED 420 464 RC 021 546

Stiefel, Leanna; Iatarola, Patrice; Fruchter, Norm; Berne, Robert
The Effects of Size of Student Body on School Costs and Performance in New York City High Schools.
SPONS. AGENCY- Bruner Foundation, Inc., New York, NY.; New York Community Trust, NY.; Robert Sterling Clark Foundation, Inc., New York, NY.; Robin Hood Foundation, New York, NY.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Costs; Dropout Rate; *High Schools; Input Output Analysis; Public Schools; *School Holding Power; *School Size; *Small Schools; *Urban Schools
IDENTIFIERS- Graduation Rates; *New York (New York)

Small size is often cited by reformers and parents as the key ingredient necessary to create an effective learning environment. In New York City, the new public secondary schools have consistently smaller numbers of students than most existing high schools. The literature is unambiguous that smaller schools show better outputs than schools of other sizes, but is less clear about the relationship of school size and costs. This report analyzes the relationship between size of student body and school costs and performance in New York City public high schools, using Board of Education school-level data (1995-96) on budgeted expenditures, student characteristics, and performance. Of 201 secondary schools and programs in the Board's database, 133 were included in the analysis; excluded entries did not serve all grades 9-12, served very specialized populations, or lacked information on necessary variables. The schools were categorized as small (less than 600 students), smaller medium (600-1,200), larger medium (1,200-2,000), and large (over 2,000). Results indicate that the size of the student body was an important factor in relation to costs and outputs. Although small academic schools had somewhat higher costs per student, their much higher graduation rates and lower dropout rates produced among the lowest cost per graduate in the New York City system. Contains 36 references, 8 data tables and figures, and a glossary. (Author/SV)

ED 420 465 RC 021 548

Amending the Indian Child Welfare Act of 1978, and for Other Purposes. Senate Report To Accompany S. 569. 105th Congress, 1st Session.
PUB DATE- 97
NOTE- 47p.; Calendar No. 295.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

standards for schools serving American Indian students, based on the draft national language arts standards developed by the National Council of Teachers of English. Standards for grades K-4 list abilities and knowledge that Indian students should have by the end of the fourth grade with regard to listening and speaking skills in English and a Native language, reading ability and strategies, locating information, familiarity with children's literature with Indian themes, understanding the significance of Indian languages, writing skills, and knowledge of historic forms of Native writing and record keeping. Standards for grades 5-12 list areas in which American Indian students should show growth and increasing sophistication, including English and Native language literacies, oral and written communication skills, critical awareness of various perspectives in oral communication and historical and fictional literature, literature appreciation, knowledge of language origins and structure, use of technological forms of communication, creative writing, use of multiple information resources, and application of Native language and experience in school learning. (SV)

ED 420 481   RC 021 588

American Indian Supplement to the National Standards on Physical Education.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *American Indian Culture; *American Indian Education; American Indians; Athletics; Culturally Relevant Education; Elementary Secondary Education; Games; Holistic Approach; *National Standards; *Physical Activities; *Physical Education; Teaching Guides
IDENTIFIERS- *National Physical Education Standards

This supplement to the national physical education standards aims to provide teachers of American Indian students with strategies and ideas for culture-based physical education. Traditional teachings have long recognized that the "whole" person must be considered when addressing issues of health, fitness, and general well-being. Among many Plains tribes, the Medicine Wheel teaches that every human being is made up of spiritual, emotional, physical, and mental parts. Educators can help students to achieve balance among these parts by devising curricula that address the whole person. The culture-based ideas in this supplement provide examples for teachers to use in developing their own plans. A community approach is recommended for developing culture-based instruction. Section 1 provides background and activity ideas for traditional American Indian physical activities: Indian lacrosse and stickball, running, shinny (a precursor of hockey), hoop and pole, and archery. Ten other traditional physical activities are listed. Section 2 describes traditional indoor games--the ring and pin game and games of chance. Section 3 discusses academic activities related to the history and culture of American Indian sports and recreation, historic and contemporary Indian athletes, and the controversy over Indian mascots of athletic teams. Five organizations are listed as information sources. Section 4 lists resources: 15 books, journal articles, videos, and music catalogs. (SV)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; *Conservation (Environment); *Developing Nations; Elementary Secondary Education; *Environmental Education; Foreign Countries; Interdisciplinary Approach; *Learning Activities; Quality of Life; *Sustainable Development; Teacher Education Programs; Teaching Guides; Workshops
IDENTIFIERS- Environmental Awareness; *Pacific Islands

This teacher's manual was developed to provide information on environmental education issues in the Pacific to teachers, extension officers, and other trainers to help make conservation an integral part of their teaching and training activities. The main focus of the activities contained in this manual is to achieve sustainability and enhance the long-term quality of life in the South Pacific. The emphasis throughout is on learning by doing. The manual is divided into four units. The first unit, "Teacher Training for Environmental Education", gives suggestions for teacher training, describes a teacher training workshop and activities, and offers tips for integrating environmental education activities into existing curricula using an interdisciplinary approach. Many of the teacher education activities in this manual may also be appropriate for use in the classroom. The other three units--"Marine Environment", "Pollution", and "Agriculture"--are comprised of classroom activities on those themes and include an overview and activities. Activities address such topics as coastal environment, coral reefs, nuclear pollution, pesticides, development, and changing agricultural practices. Scientific concepts addressed include tides and waves, soil erosion, and water salinity. (PVD)

ED 420 497 SE 061 480

Yacoob, May; Brantly, Eugene; Whiteford, Linda
Public Participation in Urban Environmental Management: A Model for Promoting Community-Based Environmental Management in Peri-Urban Areas.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; Community Cooperation; *Community Development; Conservation (Environment); *Cooperative Planning; Developing Nations; *Environmental Education; Environmental Influences; Foreign Countries; Popular Education; Quality of Life; *Urban Environment

In October 1992, the Water and Sanitation for Health (WASH) Project held a workshop to explore how the U.S. Agency for International Development (USAID) could incorporate community participation as a core element in projects to improve water supply, sanitation, and other environmental conditions of peri-urban areas in developing countries. The results of the workshop and subsequent work are described in this report, which proposes a model for facilitating community involvement in management of environmental pollution (CIMEP). A CIMEP program empowers residents of peri-urban communities to investigate environmental conditions in their neighborhood, identify problems, set priorities, and plan and implement measures to address the problems that most concern them. With

Results showed that CPMP students were significantly more positive about various aspects of the curriculum and their classroom experience than students in traditional classes at the same school. Several elements of the curriculum and instructional model working together appear to explain the positive cognitive and affective results that are emerging from the CPMP field test. (ASK)

ED 420 519 SE 061 558

Kline, Kate; Flowers, Judy
A Comparison of Fourth Graders' Proportional Reasoning in Reform and Traditional Classrooms.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; *Division; Grade 4; Intermediate Grades; Mathematics Education; Mathematics Instruction; *Multiplication; *Number Concepts; *Teaching Methods

This six month study investigated the similarities and differences between 137 fourth graders' understanding of and reasoning about multiplication, division, and proportion tasks. All students were administered a pretest mid-year and a posttest at the end of year. A sample of 18 students was interviewed individually on tasks involving reasoning about multiplicative and proportional relationships. This study provides evidence that students who are encouraged to use invented strategies for multiplication and division based on number relationships have a better understanding of the meaning of those operations and are more successful in extending their knowledge to proportional reasoning tasks than are those students who are taught conventional procedures exclusively. Contains 42 references. (Author/NB)

ED 420 520 SE 061 559

Martin, Daniel
Student Teachers' Practices in Primary School Mathematics.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Mathematics; Foreign Countries; Higher Education; *Knowledge Base For Teaching; *Mathematics Education; *Mentors; Preservice Teacher Education; Primary Education; *Student Teachers; Teaching Methods

The purpose of the study presented in this document is to further knowledge about student teacher development contexts during field experiences. The aim is to understand the role of the mentor teacher, the classroom structure and processes, and student teacher content knowledge in the development of a mathematics teaching repertoire. This research used data gathered during the first year of a three-year study. Three student teachers were followed during their second, third, and fourth years in a four-year teacher education curriculum.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art; Art Criticism; *Art Education; *Art History; Art Materials; *Artists; Childrens Art; Instructional Materials; Picture Books; *Studio Art
IDENTIFIERS- Egyptian Art; Giacometti (Alberto); Hockney (David); Picasso (Pablo); *Portraits; Roman Art; Van Gogh (Vincent)

This instructional resource, designed to be used by and with elementary level students, presents six portraits by master artists from diverse cultures and historic periods, as starting points for exploring various artistic techniques. Images include: "Dead King Amenophis I" (Egyptian, 1050 B.C); "Head of Neptune" (Roman, 500 A.D.); "Self-Portrait" (Vincent Van Gogh, 1889); "Dora Maar Seated in a Wicker Chair" (Pablo Picasso, 1938); "Man Pointing" (Alberto Giacometti, 1947); and "Mother" (David Hockney, 1982). Suggestions and instructions are given for creating student art work using a variety of techniques and media. Both master art works and children's art illustrate the text. (MM)

ED 420 545 SO 028 148

King, Penny; Roundhill, Clare
Animals. Artists' Workshop Series.
PUB DATE- 96
NOTE- 35p.; For other items in this series, see SO 028 147-150.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; *Art; Art Criticism; *Art Education; *Art History; Art Materials; *Artists; Childrens Art; Elementary Education; Instructional Materials; Picture Books; *Studio Art
IDENTIFIERS- Aztec Art; Cave Paintings; Flags; Mosaics; Rousseau (Henri); Spencer (Stanley)

This instructional resource, designed to be used by and with elementary level students, presents six works of art which feature an animal. These art works, by master artists from diverse cultures and historic periods, serve as starting points for exploring various artistic techniques. Images presented include: "Lascaux Horse" (Lascaux Cave Painting, c. 17,000 B.C.); "Turquoise Mosaic Double-Headed Serpent" (Aztec, c. 1400-1520); "Surprise!" (Henri Rousseau, 1891); "Saint Francis and the Birds" (Sir Stanley Spencer, 1935); "Fish Grows Fat for the Benefit of the Crocodile (Who Rules the River)" (Fante Flagmakers, 20th Century); and "Buffalo" (Susan Wanji Wanji, 1993). Suggestions and instructions are given for creating student art works using a variety of techniques and media. Both master art works and children's art illustrate the text. (MM)

ED 420 546 SO 028 149

King, Penny; Roundhill, Clare
Stories. Artists' Workshop Series.
PUB DATE- 96
NOTE- 35p.; For other items in this series, see SO 028 147-150.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art; Art Criticism; *Art Education; *Art History;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; Citizenship Education; Citizenship Responsibility; Civics; *Community Cooperation; Elementary Secondary Education; *Family School Relationship; Law Related Education; *School Community Relationship; Social Studies; *Social Values; State Curriculum Guides
IDENTIFIERS- *Wisconsin
This book identifies examples of programs in Wisconsin schools that reinforce the core set of community values identified by the Wisconsin Citizenship Initiative Task Force. Those values include courage, honesty, respect, individual responsibility, and civic responsibility. The profiled programs teach the core values and involve partnerships between the school, the family, and the community. The book includes examples for a mix of grade levels, types of programs and school sizes. The example programs are easily replicated using this book as a resource. The book features three parts: (1) material from the Wisconsin Citizenship Initiative Task Force, including the task force's recommendations and a list of its membership; (2) the programs; and (3) a brief list of resources, most of which are mentioned in the program sections. (EH)

ED 420 568 SO 028 517

Shephard, Colin; Corbishley, Mike; Large, Alan; Tames, Richard
Contrasts & Connections: Teachers' Resource Book, Second Edition for the Revised National Curriculum. The Schools History Project, "Discovering the Past Y7."
PUB DATE- 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *British National Curriculum; Foreign Countries; *History; *History Instruction; Non Western Civilization; Secondary Education; Social Studies; *Standards; *State Standards; Western Civilization; World History
IDENTIFIERS- *England
This history course has been designed by the Schools History Project for the national curriculum in England. It covers three study units for the revised curriculum, including: (1) the Roman Empire as a study of an era or turning point in European history before 1914; (2) Medieval Realms as a statutory unit; and (3) Islamic Civilizations as a study of a past non-European society. The teacher's resource book offers introductory notes on important issues relating to the revised national curriculum with planning notes to provide a balanced historical experience and a formative and summative assessment. Detailed notes on teaching strategies and step-by-step guidance on how to use the activities and questions in the pupils' book is also included. Worksheets to support the activities and questions in the pupil's book can be used in class or as homework. (EH)

ED 420 569 SO 028 681

Teaching about Mexico. Annotated Bibliography of Supplementary Instructional Materials. Second Edition.
PUB DATE- 97

Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about people, businesses, and services in a typical community. A program guide and suggestions on how to conduct each lesson are included. The lessons include: (1) "Organization"; (2) "Management"; (3) "Production"; (4) "Marketing"; and (5) "Sales Presentations." The student materials are accompanied by: a letter for parents; a card identifying individual businesses; five cards identifying key business concepts--marketing, price, profit, advertising, and the consumer; a "Business Journal"; a "Certificate of Achievement"; and a glossary. (EH)

ED 420 591 SO 028 819

Our Families: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 96
NOTE- 97p.; An audio tape, "Talking Tools," which accompanies the "student materials," is not available from EDRS. For other "Junior Achievement" guides, see SO 028 814-823. Numerous corporate sponsors are listed as "Founding Contributors."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Decision Making; *Economics; *Economics Education; Elementary Education; *Family (Sociological Unit); Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about family members and their interdependence. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "Our Families"; (2) "Our Families' Needs and Wants"; (3) "Finding Our Families' Needs and Wants"; (4) "Our Families' Jobs"; and (5) "Our Families' Tools." The student materials are accompanied by: an audio tape, "Talking Tools"; a letter to parents; a booklet titled "Our Families," and accompanying stickers for lesson 1; a needs and wants worksheet, flash cards, and pictures for lesson 2; a worksheet, map symbols, and map symbol stickers for lesson 3; a book cover and job scenes for lesson 4; pictures, flash cards, and label for lesson 5; a "Junior Journal"; and a "Certificate of Achievement." (EH)

ED 420 592 SO 028 820

Our Region: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 94
NOTE- 154p.; Numerous corporate sponsors are listed as "Founding Contributors." For other "Junior Achievement" guides, see SO

Rang, Barbara L.
Bulgarian Modern Poetry and Dracula - Fact and Fiction, for a Western World Literature Class. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 30p.; For other documents in the 1997 program, see SO 028 883-890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Change; Figurative Language; Folk Culture; Foreign Countries; *Legends; Literature; *Poetry; Secondary Education; Social Change; *World Literature
IDENTIFIERS- *Bulgaria; *Dracula; Romania

This project developed two units for secondary students, one dealing with the modern poetry of Bulgaria and one with the legend of Dracula. The first unit includes poems, discussion questions, and a background essay. The second unit includes discussion materials largely based on Brian Stoker's novel "Dracula," and an historical essay on Vlad Tepes, the historical Romanian model for the fictional vampire. (EH)

ED 420 617 SO 028 890

Radashaw, Sharon L.
Music/Drama Project. Fulbright-Hays Summer Seminars Abroad, 1997. (Romania and Bulgaria).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 28p.; For other documents in the 1997 program, see SO 028 883-889.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Cultural Awareness; Cultural Education; *Drama; *Folk Culture; Foreign Countries; Intermediate Grades; Junior High Schools; Middle Schools; Multicultural Education; *Music
IDENTIFIERS- *Bulgaria; *Romania

This unit developed for middle school students utilizes the countries of Romania and Bulgaria as the basis for a study of their music and drama. Middle school students will recognize the commonalities of world music, dance, and theater by developing skills and understanding of elements of each art. Folk music and dance from Romania and Bulgaria provide the basis of study of culture, instruments, and social and historical contexts of the musical settings. The document also includes a middle school play entitled, "Dracula: The Real Story." (EH)

ED 420 618 SO 028 898

Martin, Fenton S.; Goehlert, Robert U.
American Government and Politics: A Guide to Books for Teachers, Librarians, and Students.
PUB DATE- 97

ED 420 636 SP 037 996

Herman, William E.
Helping Students Organize Psychological Knowledge.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Society Institute on the Teaching of Psychology (5th, Washington, DC, May 21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Flow Charts; Higher Education; Learning Strategies; *Organization; *Psychology; Teaching Methods
IDENTIFIERS- Knowledge; *Organizational Skills

This paper describes the theoretical rationale and the practical application of a teaching strategy that helps students organize psychological knowledge according to four perspectives: psychoanalytic, behavioristic, humanistic, and cognitive. The strategy is a simple flow chart which requires students to appropriately fill in boxes with names of theorists/researchers and terms and concepts associated with each of the four perspectives. A variation on the strategy is to give students a list of terms, concepts, phrases, and theorists to properly place under each rubric. The strategy is especially relevant to psychological foundations and survey courses. The strategy is part of an ongoing effort to offer psychology students better organizational tools to structure the massive amounts of complex information that they must understand and transfer such knowledge appropriately in order to better inform decision making and professional action. A sample classroom handout is included along with suggestions for how such a teaching tool could be used in the college classroom. (Author/SM)

ED 420 637 SP 037 997

McLymont, Enid F.; da Costa, Jose L.
Cognitive Coaching the Vehicle for Professional Development and Teacher Collaboration.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Faculty Development; Foreign Countries; High Schools; Inservice Teacher Education; *Mathematics Instruction; Secondary School Mathematics; Secondary School Teachers; *Teacher Collaboration; *Teacher Improvement; Trust (Psychology)
IDENTIFIERS- Jamaica; *Peer Coaching; Reflective Thinking

This study explored alternative approaches to teaching and learning high school mathematics through a fluid approach to professional development utilizing cognitive coaching. Cognitive coaching is the application of specific strategies in a nonjudgmental environment, built around a collaborative, reflective planning conference. The process builds trust and uses a critical trusted friend. Four math teachers at one school participated in a two-phased seminar series, embodied techniques in reflective coaching discourses, and translated there were trends in the hypothesized direction (that physical educators who highly valued physical activity and fitness would have more moderate to vigorous physical activity in their classrooms, allocate more time to fitness activities, and spend more time promoting fitness). (Author/SM)

ED 420 656 SP 038 016

LaMaster, Kathryn; McKenzie, Thom; Marshall, Simon; Sallis, James
Habitual Physical Activity of Classroom Teachers: Does It Relate to Their Conduct of Physical Education Classes?
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Intermediate Grades; Physical Activities; *Physical Activity Level; *Physical Education Teachers; *Physical Fitness; Teacher Attitudes; Teacher Behavior; Teacher Expectations of Students; Teacher Influence

This study used systematic, direct observation of classes over 2 years to investigate whether physical education (PE) teachers' habitual physical activity related to their conduct of PE classes. Participants were 18 fourth and fifth grade classroom teachers employed in a California school district where classroom teachers typically were responsible for teaching their own PE. They had participated in staff development and received a PE curriculum, and they were encouraged to be physically active for their own health. Over the 4 semesters, teachers completed a self-report instrument that examined how many times they did bouts of strenuous, moderate, and mild physical activity/exercise for 15 minutes or more during their free time the previous week. During the same 4 semesters, researchers observed the teachers' PE classes systematically using the System for Observing Fitness Instruction Time instrument. Data analysis indicated that teachers with greater habitual physical activity promoted fitness more than their less active counterparts. They were much more actively engaged in providing instruction, which indicates a higher quality of instruction. The more active teachers tended to provide more opportunities for their students to participate in moderately vigorous physical activity and vigorous activity bouts. (Contains 15 references.) (SM)

ED 420 657 SP 038 017

Hale, Judy Ann
Healing Art: Young Children Coping With Stress.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the Alabama Association of Young Children (Birmingham, AL, January 30-31, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; *Art Therapy; *Classroom Environment; *Coping; Elementary Education; Elementary School Students; Elementary School Teachers; Mental Health; Relaxation Training; *Stress Management; Teacher Role; *Young Children
IDENTIFIERS- Psychosocial Factors

Helping young children to cope with stress plays a vital role in

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Evaluation Methods; *Judges; Measurement Techniques; Models; Psychological Studies; *Psychometrics; Standards; *Test Use
IDENTIFIERS- National Assessment of Educational Progress; *Standard Setting

Standard setting is a fairly widespread activity in educational and psychological measurement, but there is no formal psychometric theory to guide the development of standard setting methodology. This paper presents a conceptual framework for such a psychometric theory and uses the conceptual framework to analyze a number of methods for setting standards through judges' interactions with test materials. The various standard-setting methods that have been used or are being considered for setting National Assessment of Educational Progress standards are considered. The model presented indicates that the standard is set by the agency that calls for the standard, and the task of the judges is to translate the agency's description of the standard, the task definition, to a numerical value on the reported score scale. The translation process is influenced by several features of the standard setting process, including the creation of content descriptions and the selection of the standard setting methodology. Several standard setting methods are evaluated to determine the likelihood that the judges' ratings could be used to recover the standard in a statistically unbiased way with a reasonably small standard error. Sources of variation in estimates of standards were considered, including the quality of translation of task definitions to content descriptions, the level of understanding by judges of content descriptions and item characteristics, and the amount of information acquired from the judges. Future work will emphasize formalizing concepts and developing analytic models of the standard setting process that can be used to guide data-based evaluations of the statistical quality of standards. (Contains 1 table, 1 figure, and 24 references.) (SLD)

ED 420 675 TM 028 350

Thompson, Bruce; Melancon, Janet G.; Kier, Frederick J.
Faking/Random Response Scales for the PPSDQ-93 Measure of Jungian Personality Types.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Counseling; Higher Education; Personality Assessment; *Personality Traits; *Responses; *Testing Problems
IDENTIFIERS- *Faking (Testing); Jung (Carl G); *Personal Preferences Self Description Quest; Self Report Measures

The Personal Preference Self-Description Questionnaire (PPSDQ) was developed to measure personal preferences as regards Jungian psychological types. Instruments in this area are among the most popular measures used in education and psychology; the measures are used in matching teaching and learning styles, in individual counseling and family therapy, in team building, in

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Questionnaires; Research Design; *Research Methodology; Research Problems; *Surveys
IDENTIFIERS- Outliers

Errors in methodology occur regularly in the conduct of surveys for educational research. This paper discusses some of these errors and alternatives. In the area of survey design, errors are common in: (1) missed opportunities in attitude scale planning; (2) blunders in item construction; (3) missed opportunities in item construction; (4) blunders in scale revision; and (5) missed opportunities in scale revision. In the area of survey analysis, there are blunders and missed opportunities in outlier disposition, as there are in nonresponse. With regard to the interpretation of survey results, blunders in causal conclusions and missed opportunities with true experiments are common. This list is far from complete, but it does expose some of the more blatant errors in survey research. A researcher cannot adequately correct earlier errors with later procedures, and so should be attentive throughout the entire survey research process. (Contains 17 references.) (SLD)

ED 420 694 TM 028 369

Roberts, James S.; Wedell, Douglas H.; Laughlin, James E.
Heightened Sensitivity of Likert Attitude Scales to Restriction of Sample Range.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Likert Scales; *Sampling; Test Items; *Validity
IDENTIFIERS- *Item Characteristic Function; Thurstone Scales

The Likert rating scale procedure is often used in conjunction with a graded disagree-agree response scale to measure attitudes. Item characteristic curves associated with graded disagree-agree responses are generally single-peaked, nonmonotonic functions of true attitude. These characteristics are, thus, more generally consistent with an unfolding model like the Thurstone attitude measurement procedure rather than a cumulative model such as the Likert procedure and the typical item characteristics of the disagree-agree responses can lead to invalid measurement such that individuals with the most extreme attitudes receive Likert scores that are indicative of more moderate opinions. This type of invalidity may be exacerbated when a Likert scale is constructed under restrictions of the sample attitude range. Specifically, a restricted sample range may mask the nonmonotonic response characteristics of a given item so that its characteristic curve appears to be monotonically related to attitude. The item would, thus, appear worthy of inclusion on a Likert scale. If that Likert scale was subsequently used with a broader item sample, the nonmonotonic characteristics of the item would reappear, and the validity problems inherent in measuring individuals with the most extreme attitudes would intensify. (Contains 4 figures, 2 tables and 23 references.) (Author) social development occurs outside of class. What they value and remember are the rites and rituals that act as markers of independence on their journeys toward adulthood. The sophomore year had the fewest rites, creating a sort of sophomore slump. A way to respond to their school needs and their disenchantment with academic classes would be to design academic rites of passage that capitalize on their desire to become adults. Another way would be to redesign instructional practices. (Contains 1 table and 33 references.) (SLD)

ED 420 713 TM 028 435

Pedroza, Anna
Bordering on Success: Mexican American Students and High Stakes Testing.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; Dropouts; *Educational Policy; Elementary Secondary Education; Interviews; *Language Minorities; *Mexican Americans; Qualitative Research; School Holding Power; Spanish Speaking; Standards; *Test Bias; Test Use; Testing Programs
IDENTIFIERS- *High Stakes Tests; *Mexico United States Border; Testing Effects; Texas

The assumptions that high-stakes testing is useful in raising educational standards for all students and that higher standards lead to higher educational performance for all students have not been tested in schools along the Texas border with Mexico. This study analyzed the effects of the high-stakes testing policy on students in a small rural school district along the border. It is a qualitative, single-case study of a border school district serving over 6,000 predominantly Mexican-American students. Quantitative school data (retention rates, dropout rates, program placement rates) and qualitative data were collected. Interviews were held with 31 teachers, 6 counselors, 10 administrators, 11 community members, and 7 school board members. Site visits were made to an elementary school designated as exemplary by the state, the intermediate school (grades 4-6), the middle school, and a low-performing high school. Findings suggest that the high stakes policy provisions have not been sensitive to the complexity of language experience in this community, where most students are "intermediate" speakers of English. Other contextual factors, such as access to mainstream experiences and the cultural exchange with Mexico, are also ignored by the testing program. Border schools, their recourses, the communities they serve, and the students' educational experiences are dramatically different from other Texas schools, and their students may not benefit from a policy that assumes that all schools are alike. (Contains 2 charts, 8 tables, and 40 references.) (SLD)

ED 420 714 TM 028 436

Kelemen, Matthew; Koski, William S.
Political Symbolism, Organizational Entrenchment and the Short History of the California Basic Educational Skills Test.
PUB DATE- 98
NOTE- 42p.; Paper presented at the Annual Meeting of the American

Sue Ann Savas); and (15) "Resilient Families in an Ethnic and Cultural Context" (Hamilton I. McCubbin, Jo A. Futrell, Elizabeth A. Thompson, and Anne I. Thompson). Each chapter contains references. (Contains 39 tables and 4 figures.) (SLD)

ED 420 731 UD 032 384

Perry, Theresa, Ed.; Delpit, Lisa, Ed.
The Real Ebonics Debate: Power, Language, and the Education of African-American Children.
PUB DATE- 98
NOTE- 227p.; "Published in collaboration with 'Rethinking Schools.'"
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bidialectalism; Black Culture; *Black Dialects; Black Students; Elementary Secondary Education; *Language of Instruction; Nonstandard Dialects; *Political Influences; Teaching Methods; *Urban Language
IDENTIFIERS- *African Americans; *Oakland Unified School District CA

The recent discussions about the teaching of Black English, known as Ebonics, in the Oakland (California) school district have highlighted concerns about the right way to educate African American children. The authors of essays in this collection offer background history that explores the race and power dynamics surrounding the development of Ebonics and they discuss how an understanding of Ebonics may affect classroom practice. The authors, despite certain differences, are united in a respect for the language spoken by most African American children, regardless of what one calls that language, and in an understanding that African American children must be taught Standard English. Two essays in the first section, "Introductions," provide background in Ebonics and culturally responsive education for African American students. The second section, "What Is Ebonics?," presents six essays that discuss the characteristics of Ebonics as a language system with roots in Africa, rather than a substandard form of English. The third section, "Classroom Implications," contains eight essays that talk about ways to acknowledge and accept Ebonics while teaching standard English. The fourth section, "The Oakland Resolution," contains 11 essays and public documents that consider the ramifications of the Oakland decision and the district's educational policy. Section 5, "Personal Essays," contains two essays that talk about the relationship between Ebonics and Standard English in a personal context. A section on "Resources on Ebonics" presents suggestions from some of the authors about sources of additional information. (SLD)

ED 420 732 UD 032 385

Brislin, Richard W., Ed.; Yoshida, Tomoko, Ed.
Improving Intercultural Interactions. Modules for Cross-Cultural Training Programs. Multicultural Aspects of Counseling Series 3.
PUB DATE- 94
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Bilingual Education; Counseling; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Employees; Health Personnel; Higher Education; Interaction; *Multicultural Education; Social Workers; *Training

relevant topic. This paper asserts that character education for elementary students can be useful and discusses implementation of character education. The paper suggests that teachers should choose worthwhile goals for such education, provide appropriate learning opportunities, and evaluate progress. The section "Objectives of Character Education" discusses the importance of having students work in groups and how to achieve this. The section "Standards in Education" reminds educators that because of students' multiple intelligences, student progress should be evaluated in multiple ways. The section "Teaching Values" argues against exhortations and extrinsic inducements in favor of methods that teach self-control and learner involvement. The paper concludes that character education should be an inherent part of school curriculum. Contains 13 references. (EV)

ED 420 394 PS 026 554

Pugh, Kevin
Seeing the World Anew: A Case Study of Ideas, Engagement, and Transfer in a 3 Year Old.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Conference of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Early Experience; *Home Instruction; *Learning Experience; Learning Processes; Models; *Parent Child Relationship; Parent Role; Parents as Teachers; *Preschool Children; Preschool Education
IDENTIFIERS- Contextualized Apprenticeship Model; Dewey (John)

According to the philosophy of John Dewey, the goal of education is to provide students with an increased capacity for having worthwhile experiences. This paper draws on Dewey's writings to develop a theory of worthwhile experience, termed "idea-based experience." A model is proposed of how individuals are apprenticed into having an idea-based experience, and this model is illustrated using the case study of the author's three-year-old daughter. The paper describes how the girl was apprenticed into having idea-based experiences with volcanoes. Also, the paper describes how she appropriated particular ways of caring about volcanoes and used volcanoes as a way of seeing objects and events in her everyday life. The paper illustrates the child's use of metaphors to construct an understanding of volcanoes and how these metaphors played an important role in transforming the nature of the apprenticeship. Contains 38 references. (Author/JPB)

ED 420 395 PS 026 555

Thibert, Gilles; Karsenti, Thierry P.
The Relationship between Effective Teachers and the Motivation Change of Elementary-School Boys and Girls.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Conference of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

repatriation and the protection and reintegration of returnees, while section 4 addresses problems of internally displaced persons. Section 5 assesses emergency needs in Angola regarding protection and human rights, health care, human resources, and education. Section 6 focuses on the needs of child soldiers, street children, and abused and exploited children. Section 7 addresses problems in improving women's self-sufficiency. Section 8 deals with landmines, programs to assist amputees, and landmine awareness education. Key findings noted in the report indicate that most assistance has been directed toward demobilized soldiers and their families and not to women and children. There is no clear policy on women's roles in decision making and program implementation. The report recommends that: (1) women be integrated into programming and encouraged to participate in all aspects of society; (2) children's needs be made a priority; (3) the government devote natural resources to health, education, and human development rather than to the military; (4) United Nations agencies and non-governmental organizations make vocational training, income generation, and public health priorities; and (5) a timetable be established for destroying stockpiled landmines and other ordnances. (KB)

ED 420 413 PS 026 582

Harrington, Ann-Marie, Ed.; Walsh, Catherine Boisvert, Ed.;
Bryant, Elizabeth Burke, Ed.
Childhood Lead Poisoning. Rhode Island KIDS COUNT Issue Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Health; *Children; Housing; Incidence; *Lead Poisoning; Program Descriptions; Public Health; Public Policy; Special Health Problems; State Government; *State Programs
IDENTIFIERS- *Rhode Island; State Policy

One of the most common pediatric health problems is childhood lead poisoning. This report examines the preventable problem of lead poisoning. The report describes childhood lead poisoning as both a health problem to which infants and young children are most susceptible, and as a housing problem. More than half the housing units in Rhode Island have potential lead paint hazards. The report details the rate of childhood lead poisoning in Rhode Island, highlighting racial, income, and location differences. It also describes current strategies for combating childhood lead poisoning in Rhode Island, including screening, medical treatment and follow-up, hospitalization, inspection of housing, lead abatement, and enforcement. In addition, the report delineates the elements of a comprehensive strategy to reduce childhood lead poisoning and policy initiatives which have had some success in reducing childhood lead poisoning. Finally, the report describes promising strategies undertaken by state government, financial institutions, enforcement agencies, and the local community. (KB)

ED 420 414 PS 026 583

Harrington, Ann-Marie, Ed.; Walsh, Catherine Boisvert, Ed.;
Bryant, Elizabeth Burke, Ed.
Child Care in Rhode Island: Caring for Infants and Pre-School

education; (2) family development, involving a family advocate to link families with social services and job and educational opportunities; (3) health; and (4) parent involvement. Evaluation results indicated that children developed on a high percentage of the developmental tasks in each domain. Progress was made in providing children with needed health and dental services. Transitional activities and strategies were developed and implemented. Focus groups and interviews with families showed improved communication between children and adults. In many cases, families made steps toward self-sufficiency. The family advocate expanded the network of service providers and families used services at a high level. Personal support systems implemented during Year 1 continued to benefit staff during Year 2; Head Start staff and management developed strong skills in working with homeless children and families. Strategies contributing to the program's success and barriers to effective service delivery were identified, and recommendations made to improve the program. (Three appendices include a sample of the Homeless Family Database; Database Coding Guidelines; and database summary statistics. Contains 11 references.) (Author/KB)

ED 420 430 PS 026 605

Mulholland, Lori; Shaw, Kathleen; Heffernon, Rick; Stafford, Mary E.
Head Start Goes to School: 1995-96 Evaluation Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Early Childhood Education; *Elementary School Students; Health Services; Mental Health; Parent Participation; *Preschool Children; Program Evaluation; *School Readiness; *Transitional Programs
IDENTIFIERS- Arizona; *Project Head Start

The Arizona Head Start--Public School Transition Project is 1 of 31 demonstration projects designed to test whether advances by Head Start children could be maintained by continuing Head Start-type services into kindergarten through the third grade, and to identify, develop, and implement transition practices to bridge the gap between Head Start and public schools. This study evaluated the Arizona project in its fourth year of implementation. Participating were two cohorts of students at three transition and three comparison schools in Phoenix. The program components evaluated were: (1) developmentally appropriate practices, curriculum, and materials; (2) physical health, mental health, and dental services; (3) family services; and (4) parent involvement. Findings indicated that all components had been implemented by the time of the 1995-96 evaluation. Both cohorts had similar public assistance participation, and all groups showed dramatic decreases in public assistance since program entry. The vast majority of parents from all groups reported positive interactions with schools; qualitative data confirmed continuing positive impact on teachers, schools, and the Head Start agency. Transition services, especially those of family advocates, were seen as crucial to smooth transitions. There were observable differences between transition and comparison classrooms; however, quantitative data showed few significant differences in gains made by children between transition and comparison

IDENTIFIERS- International Adoption; *Special Needs Children

A 1980 federal law made adopting and raising special needs children affordable even for persons with limited means. However, many prospective adopters never complete the adoption process because of red tape, regulations, and institutional lethargy; among the adults who complete a home study or placement, lack of support services and advocacy training sometimes lead to heartbreak and adoption failure. Intended for parents and adoption professionals, this book bridges the gap between the desire to help a waiting child and reality of America's special needs adoption system. The book provides information on starting the adoption process and locating whatever additional information and support are needed. Chapters in the book are: (1) "Special Needs Adoption in the United States"; (2) "Choosing the Type of Child You Will Adopt"; (3) "Finding a Child"; (4) "Preparing for Parenthood"; (5) "Early Placement: What Parents Experience"; (6) "Early Placement: What Children Experience"; (7) "Living with Special Needs"; (8) "Finances"; (9) "Working with Educators and Schools"; (10) Transracial Adoption"; (11) "International Special Needs Adoption"; (12) "When Things Go Wrong"; and (13) "Special Needs, Special Situations." (A list of resource organizations and print materials is appended. Contains 44 references.) (HTH)

ED 420 449 PS 026 665

van Aken, Marcel A. G.; van Lieshout, Cornelis F. M.; Scholte, Ron H. J.
The Social Relationships and Adjustment of the Various Personality Types and Subtypes.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (7th, San Diego, CA, February 26-March 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adolescent Development; Adolescents; Bullying; Cluster Analysis; Delinquency; Foreign Countries; Interpersonal Relationship; Models; Personality Measures; *Personality Traits; Q Methodology; *Social Adjustment; Social Support Groups; Sociometric Techniques; Substance Abuse; Test Validity
IDENTIFIERS- *Big Five Markers; California Child Q Set; Five Factor Model of Personality; Netherlands; *Personality Types

Most studies of child and adolescent personality have identified three main types (resilients, overcontrollers, and undercontrollers) and further subtypes using Q sort methodology. This study investigated the generalizability of a personality typology by using cluster analysis on the Big-Five scale with adolescents between 12 and 16 years of age. The goals were to: (1) demonstrate the same three personality types in terms of their configuration of scores on the Big-Five personality dimensions; (2) demonstrate subtypes within each of the resilient, undercontrolled and overcontrolled adolescent boys; and (3) validate the types and subtypes with self-reports on perceived relational support, adjustment, delinquency, substance use, and bullying. Participating were 3,284, 12- to 18-year-olds in the Netherlands. Data were obtained through questionnaires and sociometric techniques. The findings indicated that the Big-Five personality measure was able to replicate the three personality types of Overcontrollers,

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adopted Children; *Adoption; *American Indians; *Child Welfare; *Due Process; Federal Legislation; Foster Care; Placement; Transracial Adoption; *Tribal Sovereignty
IDENTIFIERS- Congress 105th; *Indian Child Welfare Act 1978; Tribal Jurisdiction

In this report, the Senate Committee on Indian Affairs reports favorably on Senate Bill 569 to amend the Indian Child Welfare Act (ICWA) of 1978 and recommends its passage with an amendment. In enacting ICWA, Congress sought to: (1) protect the relationship between Indian children and their parents; (2) affirm the tribal right to participate meaningfully in placement decisions affecting Indian children; (3) preserve each Indian child's Indian heritage and, if possible, specific tribal affiliation; and (4) provide an orderly mechanism for resolving questions concerning state and tribal jurisdiction over Indian children. The purpose of Senate Bill 569 is to amend ICWA to provide additional procedures applicable to voluntary Indian child custody proceedings. These procedures will help ensure greater certainty, stability, and finality in child custody determinations without compromising the meaningful participation of tribes in Indian child placement decisions, a vital aspect of tribal sovereignty. Following the text of the bill, this report includes purposes of the bill, background on federal Indian child welfare policy in relation to ICWA's four objectives listed above, procedures applicable to ICWA, need for legislation, description of the substantive amendments (which place time restrictions on tribal and family intervention and provide for visitation agreements), summary of provisions, legislative history, section-by-section analysis, cost and budgetary considerations, executive communications, and changes in existing law. (SV)

ED 420 466 RC 021 549

Manly, Libby, Ed.; Okie, Alejandra, Ed.; Wiggins, Melinda, Ed.
Fields without Borders: An Anthology of Documentary Writing and Photography by Student Action with Farmworkers' Interns = Campos sin Fronteras: Una Antologia de Obras Escritas y Fotografia por Estudiantes Internos de Accion Estudiantil con Trabajadores Agricolas.
PUB DATE- 98
NOTE- 60p.; Foreword by Robert Coles. Photographs will not reproduce adequately.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Laborers; Agriculture; Crew Leaders; *Economic Factors; Females; Immigrants; *Internship Programs; Migrant Children; *Migrant Problems; *Migrants; Oral History; Social Problems; Socioeconomic Influences; Student Projects
IDENTIFIERS- *Farms; North Carolina; South Carolina

In this booklet, essays and poems, presented both in English and in Spanish, portray the feelings, conditions, and economic plight of migrant and seasonal farmworkers in North and South Carolina, often in their own words. A preface describes Student Action with Farmworkers summer internships in which college students spend 10 weeks working with migrant programs and agencies that provide health, educational, and legal services. Interns prepare documentary projects to reflect on their experiences; selected projects are presented in this booklet. Section 1, "If There Were No Poverty, We Would Not Have To

ED 420 482 RC 021 589

American Indian Supplement to the National Standards for Social Studies Education.
PUB DATE- 98
NOTE- 32p.; To accompany the 1994 national curriculum standards for social studies; see ED 378 131.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; American Indian Culture; *American Indian Education; American Indian History; American Indians; Civics; Culturally Relevant Education; Elementary Secondary Education; Geography; Learning Activities; *National Standards; *Social Studies
IDENTIFIERS- Community Based Education; *National Social Studies Standards

This document adapts the U.S. national standards for social studies for use in schools serving American Indian students. Compatible with the national standards, this supplement is broken into material for early grades, middle grades, and high school and is organized around the same 10 thematic strands: culture; time, continuity, and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections; and civic ideals. For each grade level and thematic strand, a hypothetical tribal-specific example illustrates the application of standards in classroom practice. Relevant performance expectations from the national standards are indicated with each example. This document is also intended as a guide for American Indian nations that are developing their own tribally specific standards for social studies education. A section of the national standards document is included that outlines performance expectations for each thematic strand and grade level. (SV)

ED 420 483 RC 021 590

American Indian Standards for History.
PUB DATE- 98
NOTE- 25p.; To accompany the 1996 National Standards for History developed by the National Center for History in the Schools; see ED 399 213.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; American Indian Culture; *American Indian Education; *American Indian History; American Indians; Cultural Exchange; Elementary Secondary Education; Federal Indian Relationship; *History Instruction; *National Standards; *North American History; Teaching Guides
IDENTIFIERS- *National History Standards

This document presents American Indian history standards that are closely aligned with the 1996 expanded edition of the U.S. national standards for history. The American Indian standards should be used in conjunction with the national standards document itself and therefore, follow the same format, organization, and language. The Indian-specific material is directly correlated to specific national standards. Despite an element of cultural bias, the language of the national standards document was not changed in order to facilitate cross-the CIMEP model, two processes develop in parallel: (1) the technical process of identifying and evaluating environmental health problems and developing interventions to mitigate their effects; and (2) the participation process involving a systematic program of training and communication to provide community members, local nongovernmental organizations, and local government officials with skills, information, methods, and practices they need to work together to plan and implement an environmental management program. The report is arranged into sections as follows: CIMEP defined, the CIMEP model, technical methods for assessment and planning, community participation activities in CIMEP, and towards implementing the CIMEP model. Contains 89 references. (PVD)

ED 420 498 SE 061 483

Dossey, John A., Ed.
American Perspectives on the Seventh International Congress on Mathematical Education.
PUB DATE- 93
NOTE- 82p.; Paper presented at the International Congress on Mathematical Education (ICME-7) (7th, Quebec City, Canada, August 17-23, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Calculators; Computer Uses in Education; *Educational Assessment; *Educational Technology; *Educational Theories; Elementary Secondary Education; Evaluation; Foreign Countries; *Mathematics Education; Sex Differences; Teacher Education

This publication is a collection of papers portraying an American view of the happenings of the Seventh International Congress on Mathematical Education (ICME-7). Papers included: (1) "ICME-7 and Tertiary Level Mathematics: Une Petite Affaire" (Shirley Hill); (2) "Technology and Mathematics Education at ICME-7" (James T. Fey); (3) "Assessment in Mathematics Education Around the World" (Norman Webb); (4) "Poster Sessions: A Reflection of Work in Progress" (Bonnie Shulman); (5) "Just One More Computer, Please" (Jacqueline Mayo); (6) "The Impact of the Calculator on the Elementary School Curriculum: Reflections on ICME-7" (Betty K. Lichtenberg); (7) "Impressions of a Secondary School Teacher at ICME-7" (Arnold Perham); (8) "ICME-7, Quebec, Canada" (Richard Sander); (9) "Computers, Mathematics, and Learning: Notes from ICME-7" (Paul Zorn); (10) "Less Theory, More Action" (Florence E. Klimas); (11) "Assessing Gender Differences in Mathematics" (Denisse R. Thompson); (12) "Unity and Diversity: Some Observations on ICME-7" (Mark Saul); (13) "What Mathematics Is, Will Be, Should Be" (Richard A. Gibbs); (14) "Art and Mathematics at ICME-7" (Catalina Reyero); (15) "Impressions Regarding the Program of ICME-7" (Karen Sharp); (16) "Misconceptions" (Marilyn Mays); (17) "A Sampling of International Perspectives at ICME-7: We're All the Same, but Different" (Eric W. Hart); (17) "Personal Outcomes from ICME-7" (Bernadette H. Perham); (18) "Emergent Themes at ICME-7" (Diana V. Lambdin); (19) "Reflections on ICME-7" (Jerry P. Becker); (20) "My Fifth Dance at the ICME Balls" (Thomas J. Cooney); (21) "Mathematician, Mathematics Educator, Teacher: The Intersection Is Not Empty" (Genevieve M. Knight); (22) "ICME-7" (Arthur Johnson, II); (23) "Preservice and In-service Teacher Education" (Margaret Shoukry); (24) "ICME-7: Personal Reflections about Mathematics Education" (Vania Maria Pereira dos Santos); (25) "ICME-7 and Learning To Teach Mathematics" (Glenda Lappan); (26) "Reflections on ICME-7, the International

Findings suggest that subject matter mentoring does not lead to better teaching. Stages of student teacher development may impinge on the ability to understand and focus on subject matter. Student teacher commitment to the learning-teaching experience as well as the relationship with the mentor remain important aspects of the practicum. Contains 22 references. (ASK)

ED 420 521 SE 061 560

Tien, L. T.; Stacy, A. M.
Promoting Scientific Inquiry through the MORE Laboratory.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Classroom Environment; Cognitive Processes; Computer Uses in Education; Concept Formation; Educational Experience; Higher Education; *Inquiry; *Laboratory Experiments; *Problem Solving; Science Activities; Science Curriculum; Science Education; Undergraduate Study

The purpose of this study is to investigate the effects of two laboratory environments for introductory chemistry on undergraduate students' inquiry skills. The two laboratory environments are embedded in the same lecture course. The standard laboratory curriculum and instruction are distinct from the curriculum explored in this study, the MORE (Model, Observe, Reflect, Explain) curriculum. The MORE curriculum emphasizes how to think through the inquiry process rather than focusing on how to perform laboratory procedures and algorithmic calculations. This study examines the classroom interactions in each setting and analyzes students' abilities to design their own experiments. Analysis of videotapes shows a marked contrast between the two laboratory environments. Interaction in the MORE environment focuses on a reflective level and the students in that environment appear to make connections between actions and models more easily. Contains 24 references. (DDR)

ED 420 522 SE 061 561

Manhart, Jim J.
Gender Differences in Scientific Literacy.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Concept Formation; Evaluation Methods; Grade 10; Grade 9; High Schools; Inquiry; *Knowledge Representation; Learning Strategies; *Science Education; *Scientific Literacy; Scientific Methodology; *Sex Differences
IDENTIFIERS- National Science Education Standards; Nature of Science

This study investigates gender differences with regard to three factors of scientific literacy. The study involved students (N=772) in Grades 9 and 10. A 100-item multiple choice test based on National Science Education Standards was used to

Art Materials; *Artists; Childrens Art; Elementary Education; Instructional Materials; Picture Books; *Story Telling; *Studio Art
IDENTIFIERS- Bayeux Tapestry; Chagall (Marc); Chinese Art; Rackham (Arthur); Ramayana; Russian Art

This instructional resource, designed to be used by and with elementary level students, presents six works of art which tell stories. These images, created by master artists from diverse cultures and historic periods, serve as starting points for exploring various artistic techniques. Images include: "The Bayeux Tapestry" (Late 11th Century); "The Ramayana" (Mid 17th Century); "The Willow Pattern" (Thomas Minton?, 1790); "Cinderella" (Arthur Rackham, 1919); "Midsummer Night's Dream" (Marc Chagall, 1939); and "Russian Miniature Box" (Yagodkina, 1992) . Suggestions and instructions are given for creating student art work using a variety of techniques and media. Both master art works and children's art illustrate the text. (MM)

ED 420 547 SO 028 150

King, Penny; Roundhill, Clare
Landscapes. Artists' Workshop Series.
PUB DATE- 96
NOTE- 35p.; For other items in this series, see SO 028 147-149.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art; Art Criticism; *Art Education; *Art History; Art Materials; *Artists; Childrens Art; Elementary Education; Instructional Materials; Picture Books; *Studio Art
IDENTIFIERS- *Landscapes

This instructional resource, designed to be used by and with elementary level students, provides inspiration for landscape painting by presenting the work of six different artists. These include: "Fuji in Clear Weather" (Katsushika Hokusai, 1823-29); "The Tree of Life" (Gustav Klimt, c. 1905-1909); "The Waterlily Pond" (Claude Monet, 1899); "Sunrise with Little Clouds No. II" (Georgia O'Keeffe, 1916); "Orion in December" (Charles Burchfield, 1959); and "Waiting Houses" (Friedrich Hundertwasser, 1969). Suggestions and instructions are given for creating student art work using a variety of techniques and media. Both master art works and children's art illustrate the text. (MM)

ED 420 548 SO 028 181

Sarason, Seymour Bernard
Barometers of Change: Individual, Educational, and Social Transformation.
PUB DATE- 96
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Change; Elementary Secondary Education; *Futures (of Society); Higher Education; Social Attitudes; *Social Change; Social History; *Social Influences; Sociocultural Patterns; *Trend Analysis

This book of essays addresses changes in the U.S. social scene by examining the roots of change in history. The present is pregnant with many futures and citizens cannot afford to live from an intellectually simple, ahistorical stance. The book contains 12 chapters, including: (1) "Introduction: The Past in

NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Latin American Culture; *Latin American History; Latin Americans; *Mexicans; Social Studies
IDENTIFIERS- *Mexico

This second edition contains annotated entries of over 200 print, audiovisual, and computer-based resources dealing with Mexico for instructional use at the K-12 levels. The bibliographic search was designed to be comprehensive, not evaluative. The bibliography is organized into four principal sections: (1) print materials; (2) audiovisual materials; (3) publishers and distributors; and (4) index. Both the print and audiovisual sections are subdivided into seven general topics: (1) general overview; (2) geography; (3) Mexican history; (4) contemporary/indigenous cultures; (5) celebrations/holidays/food; (6) arts/folkarts/music/literature; and (7) Mexican-U.S. Relations. (EH)

ED 420 570 SO 028 682

Reddington, Orville; And Others
Idaho K-12 Social Studies Content Guide and Framework.
PUB DATE- 94
NOTE- 149p.; The twelve-member "Framework Initiative Team" is listed in the acknowledgements.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; Course Descriptions; Elementary Secondary Education; *Social Studies; State Curriculum Guides; *State Departments of Education; *State Standards
IDENTIFIERS- *Idaho

This framework is designed to help Idaho schools develop a social studies curriculum and to formulate realistic goals for themselves and their students. The guide is correlated to Idaho's performance-based documents and the state-approved social studies textbooks. The framework is built around the 10 themes for social studies developed by the National Council for the Social Studies. The sections of the book include: (1) "Introduction"; (2) "Questions and Answers on Performance Based Education"; (3) "Curricular Alignment"; (4) "Curricular Frameworks"; (5) "Elementary Grades (K-4)"; (6) "Idaho 4th Grade Benchmarks"; (7) "Middle Grades"; (8) "Idaho 8th Grade Benchmarks"; (10) "Secondary (9-12) Grades"; (11) "Secondary Exit Performance Standards"; and (12) "Bibliography." (EH)

ED 420 571 SO 028 683

Burda, Bert A.
Music Program for Idaho Secondary Schools, Grades 7-12. 1974 Edition.
PUB DATE- 74
NOTE- 74p.; Colored pages throughout may not photocopy well. For the guide for grades 1-6, see ED 087 682.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

028 815-823.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Decision Making; *Economics; *Economics Education; Elementary Education; Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; *State History; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about people, businesses, and services in a typical region. A program guide and suggestions on how to conduct each lesson are included. The lessons include: (1) "Exploring Our State"; (2) "Regional Resources"; (3) "Make a Decision"; (4) "You're in Charge"; and (5) "Here, There, and Everywhere." Student materials are accompanied by: a letter to parents; a state resource guide; worksheets for exploring individual states; a worksheet on using resources; an activity card on business problems for two types of businesses--a pizza parlor and a pet shop; a decision making worksheet; flash cards on tools and resources for various jobs; play money; game cards; a game board for "Polly and Pete's Pizza"; a "Business Journal"; a "Certificate of Achievement"; and a teacher evaluation form. (EH)

ED 420 593 SO 028 821

Enterprise in Action: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 95
NOTE- 140p.; For other "Junior Achievement" guides, see SO 028 815-823.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Decision Making; *Economics; *Economics Education; Instructional Materials; Intermediate Grades; Junior High Schools; Macroeconomics; Microeconomics; Middle Schools; Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Middle Grades Program of Junior Achievement, Inc. The booklets are designed to help students understand the principal characteristics of the United States economic system and the role of business. The activities are designed to reinforce economic concepts taught in U.S. history, state history, and civics courses. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "A Consumer Hit Parade"; (2) "Enterprise in Action"; (3) "The Wheel of Enterprise"; (4) "Burger Breakdown"; (5) "Business Organization"; (6) "Great Hats, Lots of Hats"; (7) "A CAPital Market"; (8) "From Producer to Consumer"; (9) "Keeping the Competitive Edge"; (10) "Business and Your Community"; (11)

NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Federal Government; High Schools; *Political Science; *United States Government (Course); *United States History

This book identifies books suitable for high school and beginning students studying American government and politics. The contents reflect a variety of scholastic levels and should be evaluated by the teacher or librarian in determining the suitability for the school library. The book is organized by topics that appear in most high school government textbooks. A short annotation is included if the book is not a biography or work of fiction. The lists of biographies include a cross-section of the most well known politicians. There is an author index and a subject index for the biographies, which are arranged in alphabetical order. There is also a list of fiction dealing with American government and politics. (EH)

ED 420 619 SO 029 312

Take a Field Trip through the 1950s. Celebrate the Century Education Series.
PUB DATE- 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Instructional Materials; *Material Culture; Modern History; Social Studies; *United States History
IDENTIFIERS- *Postage Stamps; *1950s

This is the first in a series of six kits that the U.S. Postal Service (USPS)is publishing to help teach through stamps the history of the 20th century and the people, places, and events that have shaped this nation during the past 100 years. Each kit is designed as a complete and independent unit. This kit, covering the decade of the 1950s, contains: (1) Welcome letter from the USPS; (2) Ten Teacher's Lesson Cards; (3) One "Resource Guide"; (4) Thirty "Topic Cards"; (5) Ballot (with return envelope); (6) Student Magazine; (7) Poster; (8) Sticker Sheet; (9) Teacher's Feedback card. Kits are distributed in a kit storage box, with multiple copies of some materials. On the basis of the ballots, the USPS intends to issue a limited edition of 15 commemorative stamps celebrating the 20th century. (EH)

ED 420 620 SP 037 971

Strong, Wallace C.
Low Expectations by Teachers within an Academic Context.
PUB DATE- 98
NOTE- 3p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

them into their own mathematics teaching and learning in the classroom. Data were gathered via semi-structured interviews, focus group interviews, videotapes of the seminar series and professional development sessions, and field notes. Through narrative accounts, emerging themes from the various modes of data collection were informed, although not limited, by the conceptual framework. Results indicated features necessary for success of the professional development effort: the principal's support, the coaching approach, reflective thinking, a comfortable atmosphere, a collaborative and nonjudgmental context, and teacher coaching in an atmosphere of trust. (Contains 52 references.) (SM)

ED 420 638 SP 037 998

Castenell, Louis A., Ed.; Tarule, Jill M., Ed.
The Minority Voice in Educational Reform: An Analysis by Minority and Women College of Education Deans.
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Deans; Administrators; Black Colleges; Black Students; Blacks; College Administration; Diversity (Student); *Educational Change; Equal Opportunities (Jobs); Evaluation Methods; Excellence in Education; *Females; Feminism; Higher Education; Leadership; *Minority Groups; Multicultural Education; Preservice Teacher Education; Public Education; Racial Discrimination; School Based Management; *Schools of Education; Sex Discrimination; Student Evaluation; Teacher Empowerment; *Women Faculty
IDENTIFIERS- Alternative Assessment

This collection of papers examines the issue of minority and female deans in colleges of education, offering the current thinking by a group of minority and female deans of education. Part 1, "Changing Leadership: Tensions within Academic and Social Roles," presents the first four chapters: (1) "Surviving the Middle Passage: The Absent Legacy of African American Women Education Deans?" (Beverly Lindsay); (2) "The Contemporary Challenge: Family and Work Issues for Women in Higher Education" (Nancy Hensel); (3) "Recharting the Paths of Women and Minority Leaders: A Journey of Consequence" (Jane Stallings); and (4) "Deaning at a Historically Black Institution: Challenges, Opportunities, and Promise" (Portia H. Shields). Part 2, "Changing Schools: Issues of Power, Conflict, Race, and Gender," offers the last five chapters: (5) "A Profession at Risk: Changing the Image and Substance of Teacher Education" (Fannie Wiley Preston); (6) "Site-Based Management and Teacher Empowerment in Educational Reform: Can the Power be Shifted?" (Marilyn J. Haring); (7) "Academics and Cultural Excellence for African American Students: Imperatives for Public Education" (Hugh J. Scott); (8) "Developing a Multicultural Focus in Teacher Education: One Department's Story" (Barbara J. Shade); and (9) "Restructuring American Schools: A Perspective on Testing and Assessment" (Trevor E. Sewell and Constance V. Hines). (All papers contain references.) (SM)

ED 420 639 SP 037 999

Smit, Jorgen
Lighting Fires: Deepening Education through Meditation.
PUB DATE- 92

today's classroom. It is normal for children to experience stress, which comes from pressures such as family, friends, and school. Some of the indicators of stress in young children are behavioral changes (e.g., mood swings, changes in sleep patterns, and incontinence) and physical changes (e.g., sighing, ready tears, fingernail biting, and trouble completing school work). The arts can act as a healing force. This includes storytelling, music, dance, and the visual arts. The process of art must occur in an environment where children feel safe. The psychosocial environment is created by the classroom teacher. Suggestions for preparation of the environment include (1) communicating the sort of environment desired, (2) initiating the conditions that lead to the desired environment, (3) remembering the importance of all classroom individuals, (4) creating a sense of belonging, (5) being fair to everyone, (6) delegating responsibilities to everyone, (7) being consistent, (8) practicing friendliness, (9) assuring success for everyone, (10) understanding when children are struggling with personal difficulties, and (11) laughing. (SM)

ED 420 658 SP 038 018

Weiler, Robert M.; Varnes, Jill W.
Integrating Subject Matter Competencies for Florida's PreK-12 Health Education Teachers.
PUB DATE- 98
NOTE- 78p.; Paper presented at the National School Health Conference (71st, Daytona Beach, FL, October 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Health Education; Higher Education; *Pedagogical Content Knowledge; *Preservice Teacher Education; Standards; Teacher Behavior; *Teacher Competencies
IDENTIFIERS- Florida; Health Behavior; *Health Educators; Subject Content Knowledge; *Teacher Knowledge

This paper describes processes used by the state of Florida to ensure that existing subject matter competencies were sufficient to guide preservice health education teacher programs. The project was designed to develop new subject matter competencies for Florida's preK-12 health educators. Procedures included: (1) reviewing existing competencies, (2) conducting a comparative analysis of the Sunshine State Standards and existing health teacher competencies to determine deficiency areas, (3) developing new competencies in areas of deficiency, (4) identifying subject matter specialists to serve on a panel of experts, (5) establishing review procedures for the panel, (6) conducting a preliminary review, (7) revising competencies based on comments from the panel, (8) conducting a second review with a panel of teacher educators from Florida's public and private teacher training institutions, (9) revising competencies based on comments from the teacher educator panel, (10) providing a revised draft to Florida's Education Standards Commission Task Force and the Center for the Study of Teacher and Learning for review, (11) developing a final version, and (12) validating the process and product. Three appendixes, which comprise the bulk of the paper, present standards and accomplished practices for Florida's preK-12 Health Education Teachers, standards and accomplished practices for Florida's health education teachers (review document), and product review panel members. (Author/SM) career planning, and in research in these and other areas. However, one challenge in using self-report measures is that some persons may fake responses or engage in undetected random responding. In both research and clinical applications, it can be important to distinguish such response patterns from legitimate profiles. The present study was conducted using data from 641 college students to investigate the characteristics of faking/random response scales for the PPSDQ. Four five-item scales were developed, one for each of the four PPSDQ constructs. These scales had expected psychometric properties. (Contains 2 tables, 4 figures, and 18 references.) (Author/SLD)

ED 420 676 TM 028 351

Kalohn, John C.; Spray, Judith A.
Effect of Item Selection on Item Exposure Rates within a Computerized Classification Test.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 13-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *Classification; *Computer Assisted Testing; Item Banks; *Licensing Examinations (Professions); *Selection; Test Construction; *Test Items
IDENTIFIERS- *Item Exposure (Tests)

The purpose of many certification or licensure tests is to identify candidates who possess some level of minimum competence to practice their profession. In general, this type of test is referred to as classification testing. When this type of test is administered with a computer, the test is a computerized classification test (CCT). This paper addresses the effect of item selection on item exposure rates within a CCT. A testing program's ideal CCT item pool would consist of items that tended to measure the best at the latent equivalent of the passing score (theta p). For this study, it was hypothesized that there would be significant differences in item exposure rates for the extreme items in the pool (those that measured best at high and low values of theta), but that the overall impact of these differences would be negligible. A simulation was designed, using an actual item pool of 1,235 items. Observed item exposure rates were then calculated under two target exposure rate (TER) conditions, one set at 0.20 and the other at 0.10. Both methods of item selection produced about the same degree of classification accuracy, but performance of the CCTs in terms of classification accuracy, declined slightly for TER=0.10, as would be expected when the use of more items with less information is necessary. (Contains one table, seven figures, and six references.) (SLD)

ED 420 677 TM 028 352

Nitko, Anthony J.; Amedahe, Francis; Al-Sarimi, Abdullah; Wang, Shudong; Wingert, Melissa
How Well Are the Kentucky Academic Expectations Matched to the KIRIS96 Assessments, CTBS, and CAT?
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

ED 420 695 TM 028 370

Nering, Michael L.
The Influence of Nonmodel-Fitting Examinees in Estimating Person Parameters.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Estimation (Mathematics); *Item Response Theory; Models
IDENTIFIERS- *Calibration; *Person Fit Measures

The issue of person fit has received an increasing amount of attention by researchers in the past few years. Several studies have focused on the issue of how nonmodel-fitting responses affect the accuracy of ability estimates (e.g. R. Meijer and S. Nering, in press; Reise, 1995). The purpose of this study was to examine the effects that nonmodel-fitting response vectors (NRVs) have on the estimation of person parameters for model-fitting response vectors (MRVs). Under the assumption of local dependence in item response theory, one examinee should not influence the test results of other examinees. However, if NRVs are present in a calibration sample, and they affect the quality of item parameter estimates, this could cause error in person parameter estimates for MRVs. In this study, ability estimates and person-fit statistics were estimated for MRVs in calibration samples that contained different amounts and types of NRVs. It was found that an expected a posteriori estimation procedure tended to result in reduced bias in ability estimates, while a biweight estimation procedure resulted in person-fit statistics that were more normally distributed. The ZU3 nonparametric person-fit index was much less sensitive to NRVs compared to the parametric person-fit statistic. The results of this study demonstrated that researchers should consider the calibration sample seriously when estimating person parameters. (Contains 5 figures, 4 tables, and 29 references.) (Author/SLD)

ED 420 696 TM 028 371

McGaghie, William C.; McCrimmon, Donald R.; Thompson, Jason A.; Ravitch, Michael M.; Mitchell, Gordon
Multidimensional Scaling Assessment of Medical and Veterinary Student Knowledge Organization of Pulmonary Physiology Concepts.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Higher Education; *Knowledge Level; *Medical Students; *Multidimensional Scaling; Multiple Choice Tests; Physiology; Student Evaluation; *Veterinarians; Veterinary Medical Education
IDENTIFIERS- Lung Diseases; Lungs

This study applies multidimensional scaling (MDS) to a knowledge organization problem involving 12 concepts in pulmonary

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational History; Elementary Secondary Education; Higher Education; Licensing Examinations (Professions); *Minimum Competency Testing; Organizational Objectives; *Political Influences; Preservice Teachers; State Legislation; State Programs; Symbolism; *Teacher Certification; Teacher Education; Teacher Qualifications; *Test Use; Testing Programs
IDENTIFIERS- California; *California Basic Educational Skills Test

California, in response to pessimism about the efficacy of public education, adopted the California Basic Educational Skills Test (CBEST), a three-part test of reading, writing, and mathematics required of teacher applicants. This paper takes a critical look at the genesis, passage, implementation, and consequences of the CBEST legislation. In particular, it analyzes the history of the CBEST to determine the problem or problems it was designed to address, and whether it actually solves such problems. The CBEST was intended to address four problems: (1) the poor performance of California's students; (2) the perception that some teachers were not competent in the basic skills; (3) the relatively low status of the teaching profession; and (4) the alleged poor quality of teacher preparation programs. The era of the CBEST opened officially in December 1982, when 4,952 credential candidates sat for the exam. Since then about three-quarters of candidates pass on the first attempt, but passing rates for minority candidates are lower. While there has been real growth in student achievement in California, there is no evidence that the CBEST has contributed to these gains. The CBEST tests basic skills, but whether these translate into effective teaching is another question that has not been studied. There are suggestions that the CBEST helps enhance teacher professionalism, as its acceptance by the California Teachers Association indicates. Whether the CBEST improves teacher training is also not clear, but it is evident that the test serves to reduce the diversity of the teaching force. In large part, the story of the CBEST is the story of political symbolism. How it became a symbol of the effort for educational improvement, and how that symbol became entrenched in the educational organization in California is outlined. The CBEST has become institutionalized by the state's universities and colleges as an aspect of teacher training and a structure bound to the operation of teacher training institutions. Three appendixes present sample questions, the description of a borderline candidate, and selected CBEST results. (Contains 55 references.) (SLD)

ED 420 715 TM 028 437

Liew, Chong-Wah; Treagust, David F.
The Effectiveness of Predict-Observe-Explain Tasks in Diagnosing Students' Understanding of Science and in Identifying Their Levels of Achievement.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

IDENTIFIERS- *Cross Cultural Teaching

This book contains modules for use in cross-cultural training programs. A module differs from a chapter in that it is a collection of materials that guide the reader both on the content of a defined unit of training and the method of delivery of that content. The modules are grouped into four sections, three corresponding to organizations in which cross-cultural trainers work most frequently: (1) the business world; (2) elementary, secondary, and tertiary schools; and (3) social service and health services agencies. The fourth section is devoted to communication across cultural boundaries. The following modules are included: (1) "The Content of Cross-Cultural Training: An Introduction" (Richard W. Brislin and Tomoko Yoshida); (2) "Working Cooperatively with People from Different Cultures" (Richard W. Brislin); (3) "Cross-Cultural Training for the Global Executive" (Neal R. Goodman); (4) "Gender Relations in the Workplace: Using Approaches from the Field of Cross-Cultural Training" (Elaine K. Bailey); (5) "Individualism and Collectivism as the Source of Many Specific Cultural Differences" (Richard W. Brislin); (6) "Cross-Cultural Training for Adolescents and Professionals Who Work with Youth Exchange Programs" (Kenneth Cushner); (7) "Preparing Teachers for an Intercultural Context" (Kenneth Cushner); (8) "Intercultural Education at the University Level: Teacher-Student Interaction" (Neal R. Goodman); (9) "International Students and International Student Advisers" (Paul Pedersen); (10) "Intercultural Communication for Health Care Professionals" (Colleen Mullavey-O'Byrne); (11) "Intercultural Interactions in Welfare Work" (Colleen Mullavey-O'Byrne); (12) "Multicultural Counseling" (Paul Pedersen); (13) "Interpersonal versus Non-Interpersonal Realities: An Effective Tool Individualists Can Use To Better Understand Collectivists" (Tomoko Yoshida); (14) "Nonverbal Communication in Intercultural Interactions" (Ted Singelis); (15) "Approaching Cultural Crossover in Language Learning" (Mark Sawyer and Larry E. Smith); and (16) "Training Bilinguals To Interpret in the Community" (Carolina Freimanis). Each module contains references, and most contain self-assessment or teaching exercises. (SLD)

ED 420 733 UD 032 387

Graves, Karen L.

Outflanking Oppression: African American Contributions to Critical Pedagogy as Developed in the Scholarship of W. E. B. DuBois and Carter G. Woodson.

PUB DATE- 98

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Education; Black History; *Blacks; Cultural Differences; Democracy; Educational Environment; *Educational Philosophy; Elementary Secondary Education; Empowerment; *Racial Discrimination; *Scholarship; School Restructuring; Social Change; Teaching Methods

IDENTIFIERS- African Americans; Critical Pedagogy; *Du Bois (W E B); Social Justice; *Woodson (Carter G)

The educational philosophies of W. E. B. DuBois and Carter G. Woodson position them as important figures in the development of critical pedagogy. At its core, critical pedagogy is a

DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; *Elementary School Teachers; Foreign Countries; Performance Factors; *Student Motivation; Teacher Characteristics; Teacher Student Relationship
IDENTIFIERS- Canada

Research shows that girls are generally more motivated toward academic activity than boys. This study investigated the effect of teachers on the change of academic motivation in elementary school boys compared to girls. Six Canadian sixth-grade teachers and their students (87 girls and 86 boys) participated in the study. Three teachers were chosen for teaching practices which seemed to favor student motivation; these teachers were randomly matched with teachers from the same sociocultural context. Student motivation was assessed at least three times in all the sixth-grade classes. The results of the student motivation scales indicate that a balance tends to occur between girls' and boys' motivation at the elementary-school level. In motivated classrooms, boys' motivation seems to increase more than that of girls, while in less motivated classrooms, girls' motivation decreases more than that of boys. Contains 20 references. (JPB)

ED 420 396 PS 026 556

Volk, Dinah
The Teaching and the Enjoyment and Being Together...: Sibling Teaching in the Family of a Puerto Rican Kindergartner.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Bilingual Students; Bilingual Teachers; *Cultural Background; *Family Involvement; Family Role; *Family School Relationship; Family (Sociological Unit); Hispanic Americans; Kindergarten; *Kindergarten Children; Parent School Relationship; Primary Education; *Puerto Ricans; *Siblings; Spanish Speaking

Based on direct observations of the family, this paper analyzes the teaching strategies used by a Puerto Rican kindergartner's older siblings and extended family members to teach school-related knowledge and skills. As the family's instruction was conducted in Spanish only, these teaching strategies are analyzed in relation to those used by the boy's bilingual kindergarten teacher. One goal of this analysis is to provide early childhood teachers with insight into the teaching and learning that occur in children's homes and into the ways these processes are different from and the same as those that occur in their classrooms. The analysis is based on the assumption that knowledge of young children's home learning experiences is crucial for the construction of productive school learning experiences and for the identification of resources within the home to support school learning. The strategies analyzed include: (1) assessing/evaluating; (2) prompting; (3) informing; (4) teasing; (5) confirming; (6) scaffolding; (7) illustrating; and (8) requesting clarification. A chart of the teaching strategies used by siblings during teaching/learning interaction is included. Contains 33 references. (JPB)

ED 420 397 PS 026 557

Children. Issue Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Child Caregivers; *Day Care; Day Care Effects; *Infant Care; *Infants; Organizations (Groups); *Preschool Children; Preschool Education; Professional Development; Public Policy; Tables (Data); Teacher Student Ratio; Welfare Services
IDENTIFIERS- *Day Care Quality; *Program Characteristics

This report of the Rhode Island Kids Count organization details the state's infant and preschool child care, components of quality care, and state policies to increase the supply of quality care. The report begins with a discussion of the importance of providing good quality child care to enhance healthy child development, especially brain development. This section describes types of infant and preschool child care, the benefits of early care and education for low-income children, and Head Start accessibility. Quality child care is described as linked to wages and benefits, licensing, accreditation, professional development, staff qualifications, child to staff ratios, group size, and caregiver stability. Also discussed is the connection of quality child care with successful welfare reform. The report delineates by city/town and for the state as a whole the percent of eligible children enrolled in Head Start and children under 6 years enrolled in the Family Independence Plan and the number of licensed child care slots for children under 6 years. In addition, the report outlines state policy changes aimed at increasing the supply of quality care. The report describes quality child care in Rhode Island as linked to (1) affordability; (2) improving child care subsidy systems; and (3) an adequately funded early care and education system. The report concludes with contact information for several Rhode Island organizations committed to promoting quality child care. Contains 13 references. (KB)

ED 420 415 PS 026 584

Walsh, Catherine B.
School-Linked Services: Child Opportunity Zone Family Centers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Economic Opportunities; Educational Environment; Elementary Secondary Education; *Family Programs; *Family School Relationship; *Integrated Services; Mental Health; Partnerships in Education; Physical Health; Program Descriptions; Public Policy; School Readiness
IDENTIFIERS- Family Resource and Support Programs; *Family Support; Rhode Island

This report is the first of a series focusing on school-linked services, family support programs, and school-family-community partnerships in Rhode Island. The report provides a rationale for school-linked services as a strategy to improve outcomes classrooms. Confounding variables of high attrition, variations in student English proficiency, and the existence in comparison schools of transition-like services may have influenced the results. Promising practices and further challenges were identified and recommendations were made for improving the collaboration between the Head Start program and the public schools, and improving the evaluation process. (Three appendices include a summary of data collection instruments. Contains 20 references.) (KB)

ED 420 431 PS 026 606

America Goes Back to School. Partners Activity Kit.
PUB DATE- 98
NOTE- 87p.; For 1996-97 Activity Kit, see ED 394 745.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; Change Strategies; Citizen Participation; Citizen Role; *Community Involvement; Community Role; Elementary Secondary Education; *Family Involvement; Family Role; Parent Participation; *Parents; Partnerships in Education; School Community Relationship; Student Volunteers; *Volunteers
IDENTIFIERS- Department of Education

"America Goes Back to School" is a nationwide initiative to encourage and support family and community involvement in improving children's learning. The program's 1998 theme highlights year-round partnerships started or celebrated during the back-to-school months of August through October. This kit provides tools to help families and community members become more aware of and involved in education. Section 1, "You Can Help America's Students Go Back to School," suggests ways to organize back-to-school events and partnerships, presents information on the importance of family and community involvement in children's learning, and lists resources available from the U.S. Department of Education. Section 2, "The ABC's of America Goes Back to School," lists suggestions for community activities. Section 3, "Planning for America Goes Back to School," presents ways to enhance collaboration and build partnerships for learning, and includes a planning calendar and activity ideas for involving students. Section 4, "Stay Connected-U.S. Department of Education Resources," provides information on linking with other federal outreach activities such as the Partnership for Family Involvement in Education and satellite town meetings. Five cards included in the kit present key facts, make suggestions for activities, and list available Department of Education resources in five areas: (1) building good citizens; (2) helping all children master the basics; (3) helping students "think college early"; (4) modernizing and strengthening the public schools; and (5) growing school leaders. (KB)

ED 420 432 PS 026 607

Highsmith, Joni Bitman
Stickybear's Early Learning Activities: School Version with Lesson Plans (Ages 2-6). CD-ROM .
PUB DATE- 95
NOTE- 0p.; For lesson plans for ages 1-5, see PS 026 608.
LANGUAGE- English

Undercontrollers, and Resilients found in earlier studies. Using a cluster analysis, all participants were classified. The subtypes of Impulsive and Antisocial, Undercontrolled, and Communal and Agentic Resilient adolescents were also identified. Adolescents representing specific personality types and subtypes revealed distinct configurations of adaptation in their self-descriptions of problem behaviors, addictive behaviors, and in peer evaluations of acceptance, rejection, and reputation. (Contains 20 references.) (KB)

ED 420 450 PS 026 667

David, Judy
The First Three Years: A Guide to Selected Videos for Parents and Professionals.
SPONS. AGENCY- Commonwealth Fund, New York, NY.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Caregivers; *Child Development; *Child Rearing; Discipline; Family Environment; Nutrition; *Parenting Skills; *Videotape Recordings
IDENTIFIERS- Child Safety

To promote healthy child development, parents and other caregivers need a variety of supportive resources. In order to assist parents and professionals, a coalition of organizations conducted an independent, comprehensive review of the child development video market and produced a list of selected titles for professionals and parents of young children. The resulting guide presents review information for more than 50 videos in a variety of areas. The reviews are divided into the following areas: (1) Child Development--understanding and encouraging healthy development, newborn care, early relationships, and communication, learning, and play; (2) Health and Safety--immunizations and medical care, home safety and first aid, and feeding and nutrition; and (3) Parenting and Family--adjusting to parenthood, discipline and coping, relationships with siblings, and child care providers. Each entry includes a description, critique, and summary of salient points, including ordering information. The guide concludes with an explanation of research methods and a chart of key points for viewers. (HTH)

ED 420 451 PS 026 672

Ahearn, Charles, Ed.; Chapman, Stephen, Ed.; Nalley, Donna, Ed.
Welfare to Work: Early Childhood Care and Education. SERVE Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Welfare; Children; *Day Care; Day Care Effects; Early Childhood Education; Family Work Relationship; *Federal Legislation; Government Role; History; Public Policy; Social Services; State Legislation; *Welfare Recipients; Welfare Services
IDENTIFIERS- Day Care Quality; Florida; North Carolina; *Personal Responsibility and Work Opp Recon Act; *Welfare Reform; Welfare

Come," focuses on the economic and political reasons for immigrating to the United States and the difficulties of illegal entry. Section 2, "Sunburned Backs and Windswept Faces: The Difficult Labor of Farmwork," differentiates between migrant workers and seasonal laborers and describes the health problems related to poverty and hazardous working conditions. Section 3, "35 Cents a Bucket: The Role of Growers in Agribusiness," discusses farm economics in the United States, migrant workers on small family farms, the crew leader system, and crew conditions in the fields. Section 4, "Bending under the Weight of Her Own Offspring," describes the plight of women and children farmworkers: lack of child care, discrimination in pay, sexual harassment, and educational challenges. Section 5, "Two Work in Textiles, The Third...in a Poultry Plant: Settling-out of the Migrant Stream," looks at the work alternatives for farmworkers in both agriculture and factories and the hazards of such work. Readers are challenged to become aware of, and proactive in, farmworker issues both locally and nationally. Contains agricultural product maps and photographs. (SAS)

ED 420 467 RC 021 551

Marshall, Catherine A.; Gotto, George S., IV
Developing Rehabilitation Researchers in the American Indian Community: A Technical Report of Consumer-Researcher Training.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; *Community Involvement; *Disabilities; Feasibility Studies; Models; Nonprofessional Personnel; *Participatory Research; Rehabilitation Programs; *Research Projects; *Researchers
IDENTIFIERS- *Research Training

This report describes a 3-year research project that developed a community-based consumer-researcher training model and subsequently trained an American Indian consumer-researcher team in Eagle Butte, South Dakota. For this project, consumers were defined as American Indians with disabilities, their families, and rehabilitation service providers. The training model consisted of four sections: overview of the research process, developing a research proposal, research design and data analysis, and evaluation and dissemination. The trainees participated in four training sessions based on the model and evaluated each session and its efficacy. An introduction summarizes relevant literature. A section on methodology specifies questions to be answered; roles of the project advisory committee and on-site coordinator; the subject population/participants; and procedural steps of developing the training model, recruiting trainees, developing training manuals, conducting the training sessions, and providing technical assistance for trainee projects. Descriptions of the training sessions include participants' evaluations of training, facilities, presenter, sessions, impact of the workshop, and comments and suggestions. It is concluded that with systematic training, American Indians with disabilities could take a more active role in research for and about them. Recommendations relate to cultural relevance and sensitivity, preparation time, number of trainees, trainee recruitment, the training site, and the on-site coordinator. Appendixes include referencing. Where obvious cultural bias exists, this document comments on the bias and suggests learning activities to address it. Standards for grades K-4 cover four topics: families and communities, now and long ago; history of students' own state or region; U.S. democratic values and the contributions of many cultures to U.S. heritage; and history of peoples of many cultures around the world. National standards for grades 5-12 cover 9 historical eras, of which 8 are addressed in this document: beginnings to 1620; colonization and settlement, 1585-1763; Revolution and the new nation, 1754-1820s; expansion and reform, 1801-1861; Civil War and Reconstruction, 1850-1877; development of the industrial United States, 1870-1900; emergence of modern America, 1890-1930; and postwar United States, 1945-1970s. This document may also serve as a guide to American Indian nations developing their own standards for education in their respective tribal histories and cultures. (SV)

ED 420 484 RC 021 591

American Indian Supplement to the National Standards for Geography Education.
PUB DATE- 98
NOTE- 53p.; To accompany the 1994 national standards for geography developed by the Geography Education Standards Project; see ED 375 073.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *American Indian Education; *American Indians; Elementary Secondary Education; Environmental Education; Geographic Concepts; *Geography; Geography Instruction; Learning Activities; Map Skills; Maps; *National Standards; Teaching Guides
IDENTIFIERS- *National Geography Standards; Sense of Place

Designed to accompany the 1994 "Geography for Life: National Standards for Geography," this supplement aims to provide teachers of American Indian students with useful ideas for classroom geography instruction. To facilitate teacher use in conjunction with the national standards document itself, the supplement follows the same format, organization, and language as the national document. Although "performance expectations" of the national standards call for a scope of concepts at a "variety of scales (local to global)," the focus of the supplement's American Indian themes is primarily North America and occasionally South America. An Indian-based activity that addresses a geographic issue at a single point within the overall spectrum of scale can contribute to meeting the national standard. This assumes that additional activities will be undertaken to address other areas within the "local to global" spectrum. As in the national document, the supplement is divided into grade level groupings of K-4, 5-8, and 9-12. Within each grade level, standards are presented for six topics: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Activities with an American Indian focus are described for each of the performance expectations outlined under each standard. American Indian nations may also use this supplement as a guide for developing more tribally specific local standards. (SV)

ED 420 485 RC 021 592

Congress on Mathematical Education" (Sharon Crumpton); (27) "Cultural Diversity and Bonding in Mathematics" (Eileen L. Poiani); (28) "Innovative Assessment of Students in the Mathematics Classroom" (Winnie Miller); (29) "Assessing: The Distance from Research To Practice" (Patricia L. Duckhorn); (30) "ICME-7: An Assessment" (Evan B. Alderfer); (31) "Mathematics as Communication: A Universal Endeavor" (Frances R. Curcio); (32) "Mathematical Communication in the Classroom" (Marta Civil); (33) "Some Remarks on ICME-7" (Floyd L. Williams); (34) "My Diary of ICME-7" (Susan L. Ganter); (35) "ICME--Is It for Precollege Teachers?" (Cynthia Lanius); (36) "Mathematical Modeling in the Classroom" (Bart Braden); and (37) "Theories of Learning and the Theory and Practice of Proof" (Susanna Epp). (ASK)

ED 420 499 SE 061 487

Brunsman, Bethany A.
Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quality and Quantity in California.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; *Mathematics Achievement; *Mathematics Instruction; *Professional Development; *Standards; *Teacher Education; Teacher Education Programs
IDENTIFIERS- California

For several years, concerns have been growing about the mathematics achievement of California's K-12 students. In September 1995, the California Mathematics Task Force issued a report entitled "A Call to Action: Improving Mathematics Achievement for All California Students". The Task Force also provided specific recommendations for the preparation of elementary school classroom teachers and secondary school teachers of mathematics. Part I of this report focuses on the teacher preparation recommendations of the Task Force and provides current information pertaining to those recommendations. It also presents extensive data on the current standards and requirements for teacher preparation in mathematics and the teaching of mathematics. Part II provides newly compiled data on the demand, availability, and assignment of mathematics teachers. Part III provides information on the California Mathematics Initiative for Teaching. (Includes 7 appendices). (ASK)

ED 420 500 SE 061 490

Swarner, Corey
Mathematics Reform: A Call for Balance.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics History; Standards; Teaching Methods

This document provides a history of mathematics education and the reforms that have taken place in the past in order to understand current reform. Information is presented on setting assess scientific literacy while gender differences were explored using analysis of variance procedures. Males tended to perform better than females on the constructs of science factor. Females tended to do better than males on the abilities necessary to do scientific inquiry factor and the social aspects of science factor. The Manel-Haenszel procedure flagged 12 items functioning differently for females and males of the same ability and all of the flagged items exhibited only small to moderate differential item functioning. (Author/DDR)

ED 420 523 SE 061 562

Raman, Manya
Epistemological Messages Conveyed by High School and College Mathematics Textbooks.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; *Definitions; High Schools; Higher Education; *Mathematics Education; *Textbook Content; *Textbook Evaluation

Mathematics textbooks embody a particular set of assumptions about mathematics or the mathematics intended for students at a particular level. An epistemological analysis of textbooks can provide some context for understanding, for example the difficulties many students encounter when moving from high school to collegiate mathematics. In this study, it is considered how typical precalculus, calculus, and analysis texts treat the topic of continuity. It is found that these texts send conflicting messages about the purpose and use of mathematical definitions. (Author)

ED 420 524 SE 061 563

Moyer, Patricia Seray; Jones, M. Gail
Tools for Cognition: Student Free Access To Manipulative Materials in Control- versus Autonomy-Oriented Middle Grades Teachers' Classrooms.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; *Manipulative Materials; Mathematics Activities; *Mathematics Instruction; Middle Schools; Teaching Methods
IDENTIFIERS- *Middle School Students; *Middle School Teachers

This study investigated how middle grades students provided with free access to manipulative materials use these mathematical tools in classrooms where their teachers are identified as Control-Oriented and Autonomy-Oriented. Also of interest in this investigation was how Control-Oriented and Autonomy-Oriented teachers administered the free access treatment in their classrooms. A Pre--Post-1--Post-2 design was used with two treatments. During Treatment 1, teachers used the manipulatives for mathematics instruction using the strategies learned in the summer professional development workshop. During Treatment 2, teachers provided students with free access to the manipulative materials. Results indicated teachers' control the Present"; (2) "The Coalescing of Discrete Trends"; (3) "The Individual and the Theme of Liberation"; (4) "The University as a Barometer of Social Change"; (5) "Personal Barometers"; (6) "The Changing Ecology of Child Rearing"; (7) "The Abortion Issue"; (8) "Recollected Sexual Memories"; (9) "Working and Loving"; (10) "Artistic Expression"; (11) "Power Relationships in Our Schools"; and (12) "Cities and Schools." (EH)

ED 420 549 SO 028 183

Berman, Sheldon
Children's Social Consciousness and the Development of Social Responsibility.
PUB DATE- 97
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Children; *Citizenship Education; Citizenship Responsibility; Elementary Education; Ideology; *Social Cognition; *Social Responsibility; *Social Studies; *Social Values; Socialization

This book synthesizes the research in diverse fields of the social studies relating to the development of children's awareness of and responsibility for social inequity and social action. The book addresses the issues concerning: the processes by which young people develop a sense of social responsibility; and classroom and school practices that effectively support this development. The book is divided into seven chapters including: (1) "I Care About the World. But I Don't Think It Concerns Me, Even Though It Does.'"; (2) "The Development of Social Responsibility"; (3) "From Consciousness to Activism"; (4) "Processes that Promote Development"; (5) "Educational Interventions and Social Responsibility"; (6) "The Current State of Educating for Social Responsibility"; and (7) "The Courage To Teach Social Responsibility." (EH)

ED 420 550 SO 028 218

Slattery, Patrick
Curriculum Development in the Postmodern Era. Garland Reference Library of Social Science, Volume 929. Critical Education Practice, Volume 1.
PUB DATE- 95
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Theory; *Curriculum Development; Educational Change; *Educational Philosophy; *Educational Trends; *Hermeneutics; Models
IDENTIFIERS- Chaos Theory; Postmodernism; Poststructuralism

This book provides an introduction to the field of curriculum and instruction development as it relates to emerging postmodern education paradigms. The book discusses such terms as "curriculum development," "postmodernism," "hermeneutics," "paradigm," "chaos theory," "poststructuralism," and "critical theory" in the context of the educational milieu of the 1990s in the United States. Readers are challenged to examine their own definitions of and the reality of the classroom connections. The book is divided into three parts with 13 chapters. Part 1, "Postmodern Curriculum Development as a Field

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; Course Descriptions; *Music; *Music Education; Secondary Education; *Secondary School Curriculum; State Curriculum Guides; *State Standards
IDENTIFIERS- *Idaho

This 1974 guide is intended for use by Idaho administrators and music teachers as a ready source of information for a music program designed for student participation, education, and cultural development. This is a companion to the previous State Department of Education publication, "Music Program for Idaho Elementary Schools," and, together, they provide information for a continuous music program from grades 1-12. The guide is divided into four parts: (1) "Administration of Music Education"; (2) "Performance Classes"; (3) "Academic Classes"; and (4) "Resource Materials." (EH)

ED 420 572 SO 028 691

Levstik, Linda S.; Barton, Keith C.
Doing History: Investigating with Children in Elementary and Middle Schools.
PUB DATE- 97
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Discovery Learning; Elementary Education; *Elementary School Curriculum; *History Instruction; Information Seeking; *Inquiry; Instructional Materials; Junior High Schools; Learning Processes; Learning Strategies; Middle Schools; Social Studies; United States History

This book draws on classroom experience to provide models of instructionally sound, thoughtful, and thought-provoking history teaching for students from a wide variety of backgrounds. Most chapters begin with a classroom vignette showing a community of inquiry as students are actively engaged in their history education. Each vignette offers a glimpse of a particular experience of teaching and learning history. The rest of the chapter puts the vignette in perspective, explaining why it is sound instruction and sound history, as well as providing examples of activities ranging from the first years of primary school through the end of the middle grades. The fourteen chapters include: (1) "Who We Are and Who We Can Become: The Sociocultural Context for Studying History"; (2) "It's Not Just a Mishap: The Theory Behind Disciplined Inquiry"; (3) "There Aren't A Lot of 'For Sure' Facts: Building Communities of Historical Inquiry"; (4) "To Find Out Things We Didn't Know about Ourselves: Personal Histories"; (5) "Tell Me about Yourself: Linking Children to the Past Through Family Histories"; (6) "I Think Columbus Went to Hell: Initiating Inquiry into World History"; (7) "Rats in the Hospital: Creating a History Museum"; (8) "I Have No Experience with This!: Historical Inquiry in an Integrated Social Studies Setting"; (9) "Why Isn't That in the Textbook?: Fiction, Nonfiction, and Historical Thinking"; (10) "Oh, Good! We Get to Argue: Putting Conflict in Context"; (11) "In My Opinion, It Could Happen Again: How Attitudes and Beliefs Have Changed Over Time"; (12) "Nosotros La Gente: Agency and Perspective in American History"; (13) "The Arts Make Us All Part of

"Business and Social Responsibility"; (12) "Issues at Eigentown"; (13) "Economic Indicators"; and (14) "Putting It Together (Review Activity)." The student materials are accompanied by a teacher guide, pre- and post-tests, ongoing activities, game cards, a student booklet, activity sheets, and a "Certificate of Achievement." (EH)

ED 420 594 SO 028 822

Personal Economics: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 95
NOTE- 124p.; For other "Junior Achievement" guides, see SO 028 815-823.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Careers; *Decision Making; *Economics; *Economics Education; Instructional Materials; Intermediate Grades; Junior High Schools; Macroeconomics; Microeconomics; Middle Schools; Social Studies; Teaching Guides
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Middle Grades Program of Junior Achievement, Inc. The booklets help students assess their personal skills and interests, explore career options, learn job-hunting skills, and discover the value of an education. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "First Impressions"; (2) "What Are My Strengths?"; (3) "Job Shuffle"; (4) "Keys to My Success"; (5) "Getting Your Foot in the Door"; (6) "Stepping Inside"; (7) "Personal Budgeting"; (8) "Family Finances"; (9) "Setting Financial Goals"; (10) "Spending Wisely"; (11) "Using Credit Wisely"; and (12) "Putting It Together (Review Activity)." The student materials are accompanied by a teacher guide, pre and post tests, ongoing activities, game cards, a student booklet, and a "Certificate of Achievement." (EH)

ED 420 595 SO 028 823

Our City: Guide for Consultants and Teachers and Student Materials.
PUB DATE- 96
NOTE- 71p.; For other Junior Achievement guides, see SO 028 815-822. Numerous corporate sponsors are listed as "Founding Contributors."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Decision Making; *Economics; *Economics Education; Elementary Education; Instructional Materials; Macroeconomics; Microeconomics; *Social Studies; Teaching Guides; *Urban Areas
IDENTIFIERS- Junior Achievement

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about

DESCRIPTORS- *American Indians; Educational Discrimination; Elementary Secondary Education; Low Achievement; Minority Group Children; *Racial Discrimination; Self Fulfilling Prophecies; Students; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Influence; Teacher Student Relationship; Teachers
IDENTIFIERS- *Native Americans

This paper summarizes various studies exploring the effects of racial bias on poor academic performance by Native Americans. Historically, school counselors and teachers have had low expectations for their Native American students. A 1968 study of Native American dropouts indicated that home support was a major factor in students' dropout behavior, as was lack of encouragement from the school. A 1993 study of 991 Native American women reported that Native American students were told in both direct and indirect ways that they were not worthy or good at anything. Many Native American students are encouraged to pursue a vocational rather than academic track. Native American writers and researchers note that this attitude persists, despite attempts at reform, and teachers' low expectations of Native American students confirm other teachers' doubts about these students' performance in the classroom. The literature documents the interactional behavior between teacher expectations and student achievement. This interaction is a dominant influence underlying teacher collaboration with young Indians in the classroom. (SM)

ED 420 621 SP 037 972

Aston, Michelle; Hyle, Adrienne E.
Social Networks, Teacher Beliefs, and Educational Change.
PUB DATE- 97
NOTE- 54p.; Paper presented at the Annual Convention of the University Council of Educational Administration (Orlando, FL, October 27-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Collegiality; Curriculum; Elementary Education; Elementary School Teachers; Life Events; Nontraditional Education; Peer Influence; Principals; Public Education; Rural Schools; *Social Networks; Student Characteristics; Tables (Data); *Teacher Attitudes; Teacher Collaboration; Teacher Responsibility

This study examined the social networks of teachers' strong and weak ties and the impact of those associations upon their beliefs about the realities of elementary education in terms of the knowledge and skills that influenced those realities: school context, general pedagogy, specific subject matter pedagogy, nature of the learner, and self as teacher. The study collected data from principals and teachers at two demographically similar, rural elementary school sites using long interviews, direct observation, and review of communication documents between and among teachers and principals. Data analysis involved examining traditional and nontraditional beliefs, Granovetter's (1973) strength of ties, and McPartland and Braddock's (1981) Perpetuation Theory. Results indicated that across sites: teachers beliefs supported a range of perspectives about elementary education from traditional to nontraditional; social networks tended to impact teachers' beliefs more than school experiences; and the networks offered opportunities for strong and/or weak ties to develop. The weak ties in traditional schools that fostered

NOTE- 95p.; Translated from the German by Simon Blaxland-de-Lange. Published by Hawthorn House, England.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Child Development; Children; Elementary Secondary Education; *Meditation; Self Actualization; Self Congruence; Students; *Teachers; *Teaching (Occupation)
IDENTIFIERS- Spiritual Development; Spirituality

This collection of essays, is based on lectures given by Jorgen Smit, the Leader of the Pedagogical Section of the School of Spiritual Science at the Goetheanum, Switzerland, between 1984-1988. Smit was concerned as much with the inner schooling of the teacher as with teacher training. The essays address the inner path of the human becoming who lives in every adult and in every child. They describe practical experiences that can help develop the powers of thinking, perception, living in time, and imagination. They also give insight into the temperaments and discuss how sleep can become a transforming influence in child development. The four essays are: (1) "The Teacher's Path of Schooling"; (2) "The Awakening of Consciousness in the Etheric"; (3) "The Four Qualities of the Etheric and the Teacher's Path of Schooling"; and (4) "The Influence of Spiritual Beings in the Night Upon the Development of Children and Adolescents." (Each essay includes references.) (SM)

ED 420 640 SP 038 000

Owston, Ron
Making the Link: Teacher Professional Development on the Internet.
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Electronic Mail; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Internet; Research Methodology; *Teacher Improvement; Teachers; *Virtual Reality
IDENTIFIERS- Action Plans; Browsing; Newsgroups; Professional Community

This book helps teachers and staff developers understand how to take charge of teacher professional development via the Internet. The book features five sections with 14 chapters. Section 1, The Internet and Its Essential Tools, includes: (1) What Do I Need to Know About the Internet? (2) Making the Most of Your Electronic Mail, and (3) Accessing Internet Resources with a Web Browser. Section 2, Creating an Action Plan, contains: (4) How To Develop an Action Plan. Section 3, Building Virtual Professional Communities, includes (5) Virtual Communities and Professional Development, (6) Community Mailing Lists, (7) Newsgroups, and (8) Other Kinds of Virtual Professional Communities. Section 4, Doing Research on the Internet, offers: (9) Why Use the Internet for Your Research? (10) Finding Information on the Internet, (11) Searching Bibliographic Databases, (12) Finding Other Kinds of Information on the Internet, and (13) Devising an Internet Research Strategy. Section 5, Ahead to Tomorrow, contains: (14) Where Are We Headed? (potential challenges and new professional development options). The appendix provides further readings.

ED 420 659 SP 038 019

Petri, Cynthia J.
Health Risk Appraisal (HRA) Use in the Classroom.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive School Health Education; Elementary Secondary Education; Evaluation Methods; Feedback; *Health Promotion; Student Behavior; Students; Teachers; Teaching Methods
IDENTIFIERS- Health Behavior; *Health Risk Appraisal; Risk Reduction

Health risk appraisals (HRAs) may be useful in the classroom. Potential benefits include: increasing awareness of potential risk, decreasing feelings of overestimated risks, providing feedback, obtaining group data, and increasing motivation to make positive behavior changes. The HRA process involves three components: administering questionnaires to gather personal information, making risk estimations based on questionnaire data, and providing feedback. Before using an HRA in class, the teacher must consider the course's learning objective to see if the HRA is appropriate. HRAs should be used in conjunction with an ongoing comprehensive school health education curriculum. If the HRA is appropriate, the teacher must explain the purpose and procedure for its administration to the students, discussing how the results will be used. The HRA has limitations. For example, its feedback is not a diagnosis of disease, and its information is not a predictor of an individual's medical future (but rather an estimate of risk or exposure to a certain disease or condition). The feedback generated may serve as a starting point for counseling. The use of HRA instruments may provide a good jump start to lessons on risk reduction. In review, before using HRAs in class, teachers must determine lesson objectives, examine whether the HRA would help address the objectives, and decide whether they are comfortable administering the instrument and discussing feedback. (Contains 8 references.) (SM)

ED 420 660 SP 038 020

Brooking-Payne, Kim
Games Children Play: How Games and Sport Help Children Develop.
PUB DATE- 98
NOTE- 188p.; Illustrations by Marije Rowling. Compiled by Kate Hammond. Published by Hawthorn Press..
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Athletics; *Child Development; Children; *Childrens Games; Elementary Secondary Education; Foreign Countries; Movement Education; Play; Psychomotor Skills; Spatial Ability; Students

This book presents games for children, teenagers, and adults, explaining how each game can help children develop in a holistic way. It begins by discussing tips for teaching games, how to deal with children who break the rules, and what type of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Objectives; Elementary Secondary Education; State Programs; Student Evaluation; *Test Items; Test Use; *Testing Programs; Thinking Skills
IDENTIFIERS- California Achievement Tests; Comprehensive Tests of Basic Skills; Kentucky; *Kentucky Instructional Results Information System

Matches between questions in the Kentucky Instructional Results Information System for 1995-96 (KIRIS96), the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS4), and the California Achievement Tests, Fifth Edition (CAT5) and the Kentucky Academic Expectations as they are defined in the Kentucky curriculum framework were studied. Each assessment question was read by two or three researchers familiar with the Academic Expectations. They found the KIRIS96 questions to be well written, and that they covered the Academic Expectations for the most part. Parts of the curriculum that were not so well sampled by the KIRIS96 questions were identified. The CTBS4 and the CAT5 did not cover the Kentucky curriculum framework so well. The types of questions asked by those tests required less integration of complex thinking processes than the KIRIS96 questions. However, researchers noted that the CTBS4 and the CAT5 did a better job than the KIRIS96 in separately assessing student's learning of certain traditional basic skills in spelling, mathematics computation, recognition of mathematics concepts, language mechanics, and use of specific language expressions. In general, standardized assessments have the advantage in providing measures of individual students' strengths and weaknesses in several traditional areas, and they have the advantage of being referenced to a national sample of students. (Contains three tables.) (SLD)

ED 420 678 TM 028 353

VanZile-Tamsen, Carol M.
Factors Underlying Cognitive Strategy Use.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, February 24-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Graduate Students; Higher Education; Metacognition; *Motivation; Multivariate Analysis; *Success; Tables (Data); *Test Anxiety; *Undergraduate Students
IDENTIFIERS- *Cognitive Strategies; *Self Regulated Learning; Strategy Choice

The relationships among the use of self-regulated learning strategies and two important cognitive motivational factors, expectancy of success and task value, were studied using hierarchical regression analysis. Since there are differences in self-regulated strategy use according to level of test anxiety, test anxiety was used as a control variable. In addition, multi-dimensional measures of self-regulated strategy use served as a multivariate dependent variable since effective self-regulation involves all three aspects of cognitive strategy use, metacognitive self-regulation, and resource management. It was hypothesized that: (1) students with a physiology. The concept structures were derived from individual medical and veterinary students before and after focused instruction. One hundred seventy medical students and 85 veterinary medical students completed a questionnaire about the similarity or relatedness of the concepts in pairs before and after instruction. Results from the study permit two general conclusions. The first is that the data pass the coherence test in that the pairwise similarity judgment data about the concepts met the scientific standards for goodness of fit. The concept organization data analyzed by MDS and concept educational achievement data contained in the final examination scores were trustworthy. However, the other conclusion is that the correspondence of the data is not established. Data suggest that knowledge assessment using structural methods like MDS produces results that are different from results obtained by knowledge assessment using multiple-choice tests. Each of these two approaches to student assessment in pulmonary physiology yields solid data, but for practical purposes, the data have no common variance. (Contains 2 tables and 24 references.) (SLD)

ED 420 697 TM 028 372

Shipman, Neil J.; Topps, Bettye W.; Murphy, Joseph
Linking the ISLLC Standards to Professional Development and Relicensure.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrators; Certification; Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Licensing Examinations (Professions); *Professional Development; *Standards
IDENTIFIERS- District of Columbia Public Schools; *Interstate School Leaders Licensure Consortium

The Interstate School Leaders Licensure Consortium (ISLLC), a program of the Council of Chief State School Officers, has recognized the new challenges facing school leaders, and has developed standards for effective educational leadership. This paper addresses the turning of the attention of the ISLLC to professional development linked to these standards. Movement to link the standards to professional development is occurring on three fronts. A professional association of school administrators is exploring the possibility of developing an advanced certification program for administrators. In addition, five states and the District of Columbia are working with the Educational Testing Service to test assessments for school leader relicensure. Policymakers in 29 states and 12 national associations are also working to link the new standards to state policy frameworks. In the District of Columbia, where the declining achievement of students is a major concern, the school system has formally adopted the ISLLC standards as the foundation on which to build a unified hiring, development, and evaluation system. The ISLLC standards, which have been adopted at a critical point in the school system's improvement efforts, will be the lens through which decisions regarding candidate identification and selection are seen, as well as the foundation for all professional and staff development for school leaders. The District of Columbia expects that its commitment of time and resources to the standards

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Action Research; Comprehension; Constructivism (Learning); Evaluation Methods; Foreign Countries; *High School Students; High Schools; *Performance Based Assessment; *Science Education; Sciences; *Student Evaluation
IDENTIFIERS- Grounded Theory

This study involves action research to explore the effectiveness of the Predict-Observe-Explain (POE) technique in diagnosing students' understanding of science and identifying their levels of achievement. A multidimensional interpretive framework is used to interpret students' understanding of science. The research methodology incorporated constructivist action-inquiry principles, grounded theory development, and triangulation of multiple data sources, multiple data collection methods, and multiple theoretical perspectives. Data from a class of 18 11th-grade students include students' written POE task response, interviews with individual students, and in-class discussions. The POE tasks were concerned with the expansion of water, solubility of salt, and power and resistance of light globes. Variations in student responses suggest that uniform observation outcomes may not always be assumed even for the well-designed POE intended to provide an obvious and clear observation outcome. Data also suggest that POE tasks are effective in capturing a range of possible student observation and prediction outcomes when they are worded in an open-ended format. Results imply that POE tasks can be used to design learning activities insightfully to start with the students' viewpoints rather than the teacher's or scientist's. Findings also suggest that POEs are effective in facilitating the teacher and the students in documenting student achievement and profiling student progress. (Contains 6 tables, 4 figures, and 33 references.) (SLD)

ED 420 716 TM 028 438

Fouladi, Rachel T.
Type I Error Control of Two-Group Multivariate Tests on Means under Conditions of Heterogeneous Correlation Structure.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Monte Carlo Methods; *Multivariate Analysis; Robustness (Statistics); Simulation; Tables (Data)
IDENTIFIERS- Hotellings t; Mean (Statistics); *Type I Errors

A variety of approaches have been suggested by which to assess the equality of population mean vectors under conditions of population covariance matrix homogeneity and heterogeneity. The nonrobustness of commonly used multivariate tests of means to population covariance matrix heterogeneity has been long documented. However, most studies have examined the performance characteristics of the statistical procedures under conditions of heterogeneous covariance structure by simulating heterogeneity in the structure of the variances. The only study that examined performance under heterogeneous covariance structure by simulating heterogeneity in the correlations concluded that there was little difference in the performance characteristics of standard multivariate means under conditions of variance homogeneity and correlation heterogeneity (T.

hegemonic theory that focuses on the manifestation of power in society, with particular attention to how certain cultural groups learn to accept, engage in, or resist oppression. Those who adhere to critical pedagogy believe that significant structural changes in schooling will help bring about critical democracy, individual freedom, social justice, and social change. Sharing a belief in the transformative power of education, DuBois and Woodson foreshadowed later-20th-century development of critical pedagogy. A strong commitment to African American empowerment undergirded their scholarly achievements and led them to action against social inequalities and injustice. DuBois' faith in careful sociological measurement combined with cultural and historical understanding as a means to social reform prefigures the language of possibility expressed by critical pedagogues. In addition, DuBois had considered the school as an area of struggle years before the critical theorists engaged in this philosophy. The language of possibility that Woodson brought to the public through African American history formed a core element in the African American liberation struggle. Like DuBois, Woodson believed that racism extended from ignorance, and that teaching European Americans about the African experience in America would dispel it. No scholar has described the school as the site of struggle with more force than Woodson, whose "The Mis-Education of the Negro" (1933) stands as a classic text in U.S. educational history. The legacies of DuBois and Woodson give contemporary educators historical perspective from which to think about whether critical pedagogy can really equip teachers and students to bring about social change. A lesson to be derived from the life work of both men is that the strength of critical pedagogy is found in the commitment to struggle. (SLD)

ED 420 734   UD 032 388

Sosin, Adrienne; Parham, Ann
An Urban Public School and University Collaboration: What Makes a PDS?
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; Higher Education; Models; *Professional Development Schools; Public Schools; *Student Teachers; *Teacher Education; *Urban Schools; Urban Youth

This paper describes the status and development of a school/university partnership from the point of view of the participants. Descriptions of the paths collaboration has taken, anecdotal recall, and reflections about working toward a collaborative relationship support comparisons of this relationship with the Professional Development School (PDS) models described by some researchers. The particular focus is on the effort to maintain and increase the relationship between the university's urban teacher education program and one urban elementary school. The PDS concept views the school as a learning community, and a central idea is that teacher learning and development support student learning. The university in question has urban and a suburban campuses. The suburban campus has committed to PDS relationships, and its programs have

Karsenti, Thierry P.; Thibert, Gilles
The Interaction between Teaching Practices and the Change in Motivation of Elementary-School Children.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Conference of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; *Elementary School Teachers; Foreign Countries; Instructional Effectiveness; Performance Factors; *Student Motivation; Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Canada

This study took an in-depth, global look at the entirety of the teaching practices of six elementary school teachers in Canada who are known to be highly motivating instructors. The study investigated the interaction between teaching practices and the change in elementary-school student motivation. Three teachers were chosen for their reputation as great motivators, while the other three were randomly selected in schools from the same sociological context; the students of these teachers also participated. Teachers were interviewed, their classes were observed, and their teaching materials were examined. Documents and other qualitative data were analyzed by ethnographic content analysis, and a motivation scale was applied to students. Results indicated that effective teachers seem to emphasize effort more than ability, using attributional feedback to favor student motivation. Effective teaching was also related to the sharing of classroom management responsibilities with students, and with creating a classroom culture in which students were held accountable, had self-determination, and believed that through effort they could succeed. Planning and decision making for these teachers showed awareness of the importance of creating a classroom context in which students were highly motivated, and they were aware when students were not motivated. Student's perceptions of the teachers actions were more important for influencing motivation than the teacher's real actions themselves. Contains 20 references. (JPB)

ED 420 398 PS 026 558

Severeide, Rebecca
Stories From Three States: Changing to Mixed-Age Primaries.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary School Students; Elementary School Teachers; Kindergarten; Kindergarten Children; *Mixed Age Grouping; Parent School Relationship; Personal Narratives; *Primary Education; Student Attitudes; *Teacher Attitudes

Changes in the structure of instruction in schools may affect a variety of participants in the educational system. These first-for children, describes Rhode Island's Child Opportunity Zone (COZ) Family Center initiative, and suggests program and policy implications. Section 1 of the report describes attributes of effective programs for children and families, provides a rationale for school-linked services to promote school readiness and success and improve outcomes for children, and discusses the current state of knowledge about successful school-linked services from family center efforts in other states. This section also presents the guiding principles for the COZ Family Center Initiative; discusses the program foci, including children's learning environments, physical and mental health, economic opportunity, and family support; and describes the incorporation of the Carnegie Corporation Starting Points. Section 2 of the report contains program profiles for 13 communities, with each profile providing information on the population served, the advisory board members, community and school locations, funding levels and sources, program components, contact information, and the focus of current activities. (Contains 24 references.) (KB)

ED 420 416   PS 026 585

Rhode Island Kids Count Factbook, 1998.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; After School Programs; Birth Weight; Child Abuse; *Child Health; Child Neglect; Children; Day Care; Demography; Early Parenthood; Elementary Secondary Education; Extracurricular Activities; Family Income; Health Insurance; High School Graduates; Housing Needs; Incidence; Lead Poisoning; Mortality Rate; Out of School Youth; *Poverty; Prenatal Care; Preschool Education; Reading Achievement; *Social Indicators; Special Education; Special Needs Students; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- *Indicators; Project Head Start; *Rhode Island

This Kids Count data book is the fourth annual profile examining statewide trends in the well being of Rhode Island's children. The statistical portrait is based on 28 indicators in five areas: (1) family and community; (2) economic well-being, including median household income, poverty rate, and percent of children in families receiving cash assistance or food stamps; (3) health, including health insurance rates, percent of women receiving delayed prenatal care, percent low birthweight infants, infant mortality rate, percent of children screened for lead poisoning with elevated blood lead levels, teen birth rate, and substance use by teens; (4) safety, including child and teen death rates, number of children younger than 13 receiving emergency housing services, percentage of 10- to 17-year-olds referred to family court, and child abuse and neglect rates; and (5) education, including percentage of eligible children enrolled in Head Start, special education enrollment, fourth-graders' reading scores, availability of out-of-school programs, high school graduation rate, and 16- to 19-year-olds not in school and not working. The report defines each indicator, describes its significance and trends since the 1980s, provides information on intervention programs, and presents relevant data for the state, each city and town, and an aggregate of the five cities in which more than 15 percent

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Uses in Education; *Courseware; Early Childhood Education; Learning Activities; Lesson Plans; Multilingual Materials; Optical Data Disks; Skill Development; Teaching Guides; User Friendly Interface

Aimed at children ages 2 to 6, this software product is designed to give preschoolers an essential skills head start with sight and sounds that will capture their interest. The courseware provides two modes of play, allowing children to learn through prompted direction or through discovery. The program is bilingual, offering skill development in both English and Spanish. The accompanying printed teaching guide includes 12 lesson plans, most of which may be completed in a single day or over a longer period of time. Some lessons can be expanded to cover several weeks as students become more skilled. Lessons are written on the assumption that the teacher may have access to only a single computer, but availability of additional computers is beneficial. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis, and several variations. The 12 lesson plans are: (1) "Look at How Many Words I Know"; (2) "You Say High, I Say Low"; (3) "What Is Your Favorite Color?"; (4) "1, 2, 3, 4, 5"; (5) "How High Can You Count?"; (6) "I Know My Numbers"; (7) "I Like the Shape You're In"; (8) "You Look Like the Letter..."; (9) same ; (10) "You Sound Just Like..."; (11) "I Can Read!"; and (12) "I Can Speak Another Language." (EV)

ED 420 433 PS 026 608

Highsmith, Joni Bitman
At Home with Stickybear: School Version with Lesson Plans (Ages 1-5). CD-ROM .
PUB DATE- 95
NOTE- 0p.; For lesson plans for ages 2-6, see PS 026 607.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Computer Uses in Education; *Courseware; Early Childhood Education; *Learning Activities; *Lesson Plans; Optical Data Disks; Skill Development; Teaching Guides; User Friendly Interface

Aimed at children ages 1 to 5, this software product is designed to give preschoolers an essential skills head start with sight and sounds that will capture their interest. Different navigation methods in the program are designed for ease of use and also to meet the motor skills of very young children. The accompanying printed teaching guide includes 12 lesson plans, most of which may be completed in a single day or over a longer period of time. Some lessons can be expanded to cover several weeks as students become more skilled. Lessons are written on the assumption that the teacher may have access to only a single computer, but availability of additional computers is beneficial. Each of the lesson plans includes activities, an area of focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis, and several variations. The 12 lesson plans are: (1) "What Do You to Work Programs

This policy brief of the Southeastern Regional Vision for Education (SERVE) provides information for policymakers, educators, parents, and citizens on the Personal Responsibility and Work Opportunity Reconciliation Act. The brief discusses potential effects of welfare reform on children, describes research on welfare recipients and their children, gives examples of welfare reform, and suggests strategies and recommendations for welfare reform. The paper begins with a rationale for providing government assistance to families and provides a brief history of such assistance in the United States. This part describes the stipulations of the Personal Responsibility and Work Opportunity Reconciliation Act and discusses the complementary goals of enhancing workforce development and child development. Research findings on child care and self-sufficiency, the importance of child care quality, maternal employment, effects of work conditions, and benefit levels are presented. The report next describes challenges to states, including limited number of jobs suitable for welfare recipients, lack of child care slots, and eligibility for child care assistance. Welfare reform programs in North Carolina and Florida are described and information on additional legislative activity related to welfare reform is presented. The report then presents implications of welfare reform for early childhood care and education. Emerging trends in welfare reform are discussed, including a strong work commitment, emphasis on personal responsibility, welfare avoidance, reinvestment of welfare savings in prevention activities and supports for working families, income-based support systems for child care and health care, and employer outreach, involvement, and commitment. The report concludes with recommendations for local community action and for policymakers. (Contains 22 references.) (KB)

ED 420 452 PS 026 691

Hofferth, Sandra L.; Shauman, Kimberlee A.; West, Jerry; Henke, Robin R.
Characteristics of Children's Early Care and Education Programs: Data from the 1995 National Household Education Survey. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Day Care; Day Care Effects; *Early Childhood Education; *Educational Quality; Outcomes of Education; *Parent Attitudes; Preschool Children; Young Children
IDENTIFIERS- Child Care Costs; *Day Care Quality; National Household Education Survey; *Program Characteristics

Drawing on data from the 1995 National Household Education Survey, this report examines the characteristics of the care and education children receive on a regular basis before they enter school. The report focuses on various characteristics of child care arrangements categorized into two groups: those that have been associated with children's development and those that stem from parental concerns other than child development, such as family budget or work schedules. Following an introduction detailing data sources and limitations and what characteristics of child and family and of non-parental care are of interest, pretraining interview profile and formative evaluation forms. Contains 21 references and 5 evaluation summary tables. (Author/SAS)

ED 420 468 RC 021 559

Wright, David E., III; Hirlinger, Michael W.; England, Robert E.
The Politics of Second Generation Discrimination in American Indian Education: Incidence, Explanation, and Mitigating Strategies.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *American Indian Education; *American Indians; Boards of Education; Case Studies; Cooperative Learning; De Facto Segregation; Dropout Rate; *Educational Discrimination; Educational Policy; Elementary Secondary Education; Equal Education; *Minority Group Teachers; Racial Composition; Special Education; Student Placement; *Suspension; Teacher Influence
IDENTIFIERS- Graduation Rates

Even after a desegregation plan has been fully implemented, minority group children may continue to receive unequal treatment in school through the use of common educational practices such as ability grouping and disciplinary measures. These resegregative or "second generation discrimination" practices have an adverse effect on the life chances of minority students. Based on a model developed with African American and Hispanic students, the research outlined in this book examined second generation discrimination against American Indian students in 128 public school districts with at least 1,000 students and a 5 percent Indian enrollment. In addition, case studies were carried out in five districts in Oklahoma and Alabama. Major empirical findings were: (1) American Indians were significantly overrepresented in lower-level academic groupings (educable mentally retarded and learning disabilities classes), substantially underrepresented in gifted classes, and far more likely than Whites to be disciplined through school suspensions; (2) these indicators showed significant interrelationships; and (3) the presence of American Indian teachers was the most consistent and influential factor impeding second generation discrimination. Presence of American Indian teachers was related to presence of Indian administrators, which in turn was related to Indian representation on school boards. Case studies confirmed the importance of American Indian teachers and counselors and revealed the positive effects of cooperative learning strategies, community support, and federal Indian education programs. The book includes a list of the school districts studied, an extensive bibliography, an index, and 26 data tables and figures. (SV)

ED 420 469 RC 021 564

Wilson, Valerie; McPake, Joanna
Managing Change in Small Primary Schools.
PUB DATE- 98
NOTE- 16p.; For full report, see RC 021 565.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports -

American Indian Supplement to the National Standards for Civics and Government.
PUB DATE- 98
NOTE- 21p.; Based on the 1994 National Civics and Government Standards developed by the Center for Civic Education; see ED 375 074.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *American Indian Education; American Indian History; American Indians; *Citizenship Education; *Civics; Elementary Secondary Education; Federal Indian Relationship; *National Standards; Teaching Guides; *Tribal Government
IDENTIFIERS- Curriculum Standards; National Civics and Government Standards

This American Indian supplement to the 1994 National Civics and Government Standards aims to provide classroom teachers with useful ideas for instructional content focused on American Indian-related civics and government issues. Like the national standards, this document is divided into the grade level groupings of K-4, 5-8, and 9-12. The supplement should be used in conjunction with the national standards document itself and therefore follows the same format, organization, and language. Only certain sections of the national standards were adapted to include Indian-specific content. The supplement refers to specific national content standards by number; comments on or interprets them in relation to American Indian students and issues; and, where appropriate, adds additional standards and performance indicators for Indian students. Most interpretations and additions involve issues related to tribal government and its powers; tribal sovereignty; the relationships among federal, state, and tribal governments; the nature of civic life in American Indian communities; the rights and responsibilities of American Indians as citizens of the United States and their tribes; and the history of the federal-Indian relationship. This supplement may also be used as a guideline for developing more tribally specific local standards. (SV)

ED 420 486 RC 021 593

American Indian Supplement to the National Standards for Economics.
PUB DATE- 98
NOTE- 23p.; Based on the 1997 Voluntary National Content Standards in Economics developed by the National Council on Economic Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *American Indian Education; American Indian Reservations; Culturally Relevant Education; Economics; *Economics Education; Elementary Secondary Education; Learning Activities; *National Standards; Teaching Guides; Tribal Government; *Tribes
IDENTIFIERS- Curriculum Standards; *Knowledge Utilization; *National Standards Project in Economics

This American Indian economics supplement is based on the 1997 the stage for current reform efforts and issues. Reviewing mathematics education history is necessary when seeking possible solutions that are realistic for the success of future mathematics education. A balanced approach is the key to mathematics education reform. Contains 13 references. (ASK)

ED 420 501 SE 061 500

Burrelli, Joan
Graduate Students and Postdoctorates in Science and Engineering: Fall 1996. Detailed Statistical Tables.
PUB DATE- 98
NOTE- 162p.; For the 1995 report, see ED 412 779.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Career Choice; College Students; *Engineering Education; *Graduate Study; Higher Education; *Postdoctoral Education; *Science Education; Science Education History; Scientists; *Statistical Data; Statistics
IDENTIFIERS- National Science Foundation

Data presented in the tables of this document are derived from the National Science Foundation (NSF) and National Institutes of Health (NIH) Survey of Graduate Students and Postdoctorates in Science and Engineering taken in the fall of 1996. All eligible institutions are included in the survey for the years 1988-96. From 1984-87, the survey design was a stratified random sample with all doctorate-granting institutions, all master's-granting historically black colleges and universities, and all land grant institutions included in the certainty stratum. The remaining master's granting institutions are divided into two sample strata on the basis of enrollment size. (DDR)

ED 420 502 SE 061 503

She, Hsiao-Ching; Fisher, Darrell L.
Combining Quantitative and Qualitative Approaches in Studying Student Perceptions of Teacher Behavior in Taiwan and Australia.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Environment; *Constructivism (Learning); *Curriculum Development; Educational Change; Epistemology; Evaluation Methods; Foreign Countries; International Studies; Learning Strategies; Qualitative Research; *Relevance (Education); Science Teachers; Secondary Education; *Teacher Attitudes
IDENTIFIERS- Australia; Nature of Science; Taiwan

A cross-national study of learning environments in Taiwan and Australia is one example of research that employs both qualitative and quantitative methods. This paper describes the part of that study related to the development and validation of an instrument called the Teacher Student Interaction (TSI) which assess student perceptions of teacher behavior. After using the questionnaire with groups of students, the data were quantitatively analyzed, the questionnaire validated, and quantitative descriptions of teacher behavior obtained. To further validate the questionnaire and understand the teacher orientations--control versus autonomy--were significantly different. The study also reveals that when students are allowed some measure of control in the selection and use of manipulative materials given the time to overcome their initial apprehension, they will spontaneously and selectively use these materials effectively as appropriate mathematical tools to mediate learning. Contains 20 references. (Author)

ED 420 525 SE 061 564

Huntley, Mary Ann
Theoretical and Empirical Investigations of Integrated Mathematics and Science Education in the Middle Grades.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Integrated Activities; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; *Science Education; Teacher Education

Integrated mathematics and science teaching and learning is a widely advocated yet largely unexplored phenomenon. This study involves an examination of middle school integrated mathematics and science education from two perspectives: in theory and in practice. The theoretical component of this research addresses the ill-defined nature of the phrase "integrated mathematics and science education", and presents a conceptual framework in the form of a Math/Science Continuum to lend clarity and precision to this phrase. The theoretical framework was used to guide the design and implementation of the second component of this research, a qualitative investigation of two case studies of middle school integrated mathematics and science education. Following an outline of the design of this study, results from the two case studies are presented. This paper concludes with a discussion of three implications of this study for teaching and teacher education. Contains 18 references. (Author)

ED 420 526 SE 061 565

Cho, Boo-Kyung; Kim, Jeong Joon
Literature Based Science Activities in Kindergarten through Children's Picture Book.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Tampa, FL, April 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Curriculum Development; Educational Change; Foreign Countries; *Interdisciplinary Approach; Kindergarten; *Picture Books; Primary Education; *Science Activities; Science Education; *Whole Language Approach
IDENTIFIERS- South Korea

This paper suggests an alternative approach to early childhood science education that considers contemporary trends in both of Study," includes: (1) "Introduction to Curriculum Development and Postmodernity"; (2) "Historical Perspectives on Curriculum as a Field of Study"; (3) "The Reconceptualization of Curriculum and Instruction"; and (4) "Postmodern Schooling, Curriculum, and the Theological Text." Part 2, "Contemporary Curriculum Development Paradigms," contains: (5) "The Hermeneutic Circle and Postmodern Community"; (6) "Race, Gender, and Ethnicity in a Multicultural Milieu"; (7) "Postmodern Philosophies in Curriculum Studies"; (8) "Curriculum for Interdependence and Ecological Sustainability"; (9) "Utopian Visions, Democracy, and the Egalitarian Ideal"; (10) "Qualitative Inquiry, Fine Arts, and the Synthetical Moment"; and (11) "Time Management and Chaos in the Finite Cosmos." Part 3, "Curriculum Development in the Postmodern Era," includes: (12) "Postmodern Education: Kaleidoscopic Sensibilities"; and (13) "A Postmodern Postscript: Proleptic Prolegomena." (EH)

ED 420 551 SO 028 349

Reimers, Fernando; Tiburcio, Luis
Education, Adjustment and Reconstruction: Options for Change. A UNESCO Policy Discussion Paper.
PUB DATE- 93
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cross Cultural Studies; Developing Nations; *Educational Development; Educational Economics; *Educational Planning; Foreign Countries; International Cooperation; *Politics of Education; *Resource Allocation; Systems Development

This discussion paper is designed to stimulate dialogue within the United Nations system and the donor community with a view to enhancing the effectiveness of development cooperation. The paper also aims to increase awareness among policymakers about options for change and UNESCO's potential role in the context of the renewal and prioritization of education. The focus of the report is the decline in education in developing countries as a result of structural adjustment and trade policy stabilization. Access to knowledge is a key ingredient of demographic growth. With declining budgets allocated to education, developing nations are reaching crisis situations in human development. Chapters include: (1) "Introduction"; (2) "Brief Review of Current Research"; (3) "Systematic Evidence of the Incidence of Adjustment on Education"; and (4) "Improving Education under Adjustment and Economic Restructuring: What Options?" Numerous tables and a bibliography complete the text. (EH)

ED 420 552 SO 028 353

Thomas, Duncan
Fertility, Education, and Resources in South Africa. Land and Population Program Working Paper Series 96-15.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apartheid; Demography; Educational Development; Females; Foreign Countries; *Politics of Education; *Womens

Humankind: Cognitive Pluralism in History Teaching and Learning"; and (14) "Hey, I Know What's Going on Here!: Constructive Assessment in History." (EH)

ED 420 573 SO 028 708

Lavy, Victor
The Effect of Class Heterogeneity on Scholastic Achievement in Israel.
PUB DATE- 97
NOTE- 84p.
LANGUAGE- English; Hebrew
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Education; Cross Cultural Training; Cultural Interrelationships; Elementary Education; Foreign Countries; *Heterogeneous Grouping; Homogeneous Grouping; Multicultural Education; School Desegregation; Social Behavior; *Social Class; *Social Integration; Socioeconomic Status
IDENTIFIERS- *Israel

This study examines the relationship between class heterogeneity and scholastic performance in Israel's primary schools. The effect of school integration on academic achievement is explained via two main effects: (1) the "peer" effect, namely externalities that are induced by the composition of the teaching and learning environments; and (2) the efficiency effect, which reflects the reduced ability of the teacher to teach and the pupil to learn in a heterogeneous environment. This study focuses on the efficiency effect and estimates an upper bound to the "peer" effect. The raw, strong negative correlation between achievement and class heterogeneity is clearly an artifact of the association between more heterogeneous classes and lower socioeconomic status among pupils. A liberalization in the education system allowing parents more freedom in choosing an elementary school for their child is seen to be positive in terms of schooling efficiency and the implied gains in scholastic achievement. This liberalization effort is weighed against the setback in the efforts to achieve social integration through the education system and the implied, but unmeasured, benefits. (EH)

ED 420 574 SO 028 725

Bednarz, Robert S., Ed.; Peterson, James F., Ed.
A Decade of Reform in Geographic Education: Inventory and Prospect.
SPONS. AGENCY- Rand McNally and Company, Skokie, IL. Educational Publishing Div.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Achievement; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; Higher Education; Maps; *Preservice Teacher Education; Standards; *Teacher Education

This book emerged from a "Summit in Geographic Education" at Southwest Texas State University in San Marcos, Texas, May 1993. This volume is comprised mainly of the papers prepared for the Summit. The book is divided into four sections: (1) "A View from the Summit"; (2) "The Reform Movement in School their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about businesses and the main occupations found in those businesses in a typical city. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "Inside Cities"; (2) "Building a City"; (3) "Dining Out"; (4) "Making Headlines"; and (5) "You Can Bank on It." The student materials are accompanied by: a letter to parents; a city zoning worksheet for lesson 1; a blueprint worksheet and building templates for lessons 2-4; sample menus and worksheet for lesson 3; game cards for lesson 5; a "Junior Journal"; and a "Certificate of Achievement." (EH)

ED 420 596 SO 028 824

Smigielski, Alan
The Internet and You.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Networks; Educational Facilities; Elementary Education; Information Networks; *Information Sources; Instructional Materials; *Internet; Museums; Online Systems; Resource Centers; Social Studies

This issue of "Art to Zoo" examines the "mysteries" surrounding the Internet and offers simple "pointers" on how to access the Smithsonian's teaching materials. Many of the materials are available online. Articles include: (1) "What is the Internet?"; (2) "Connecting to the Internet"; (3) "Internet Shopping List"; (4) "Internet Terms"; (5) "A Brief History of the Internet"; (6) "The World Wide Web"; (7) "How Do I Use 'Art to Zoo' on the World Wide Web?"; (8) "Using the Adobe Acrobat Reader"; (9) "What Does the Smithsonian Web Site Have for Educators?"; (10) "What Else Can I Find on the Smithsonian Web Site?"; and (11) "Resources." (EH)

ED 420 597 SO 028 825

Vontz, Thomas S.
Perspectives on Civic Education, 1898-1916.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; *Educational Philosophy; Elementary Secondary Education; Law Related Education

This paper explores the varying definitions of civic education through time. The essay provides a framework through which to view the 1916 seminal report of the National Education Association's Committee on Social Studies by examining the competing visions of civic education during the 18 years prior to the report. The conceptualizations of civic education are divided into: (1) substantive civic education; (2) valuative civic education; (3) practical/participatory civic education;

professional collaboration and teamwork helped chip away at traditional beliefs established through life experiences. Strong ties in schools that supported nontraditional beliefs ameliorated the effects of traditional life experiences. The principal's role was evident as a fosterer of positive networking. (Contains 2 figures, 6 tables, and 19 references.) (SM)

ED 420 622 SP 037 981

Gulledge, Suzanne A.
Before and After Pictures: The Makeover of Professional Relationships through PDS Collaboration.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; College Faculty; *College School Cooperation; Curriculum Development; Educational Change; Elementary School Teachers; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; *Professional Development Schools; Secondary School Teachers; Social Studies; Teacher Collaboration

This paper follows the development of and changes in relationships between university faculty and middle school staff involved in a Professional Development School (PDS) group. Discussion is based on two imaginary "snapshots" contrived from descriptions of the group at their first meeting and again at the year-end meeting. The snapshots reveal a visual image from one university faculty member's field notes that describe a group of middle school teachers and university faculty and interns who joined them to become a collaborative inquiry group. Reflecting on what happened between the "before" and "after" pictures provides insight into the nature of work and research in two cultures and informs the faculty member's planning for involvement in future PDS initiatives. The PDS collaboration focused on differentiated instruction and also worked on changing the standard social studies curriculum for middle grades. The university faculty member emerged from the PDS experience with new expectations, a closer working relationship with teachers, and a better idea about what her student teachers would be observing during student teaching. (Contains 11 references.) (SM)

ED 420 623 SP 037 982

Cantor, James S.
Support for the Common Good: Beginning Teachers, Social Justice Education, and School-University Partnerships.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers;

(SM)

ED 420 641 SP 038 001

Kirby, Elizabeth; Schick, Jo-Anne
Developing Instructional Technology Curricula for Pre-Service Teachers: A Longitudinal Assessment of Entry Skills.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Information Systems; Preservice Teacher Education; *Preservice Teachers; Prior Learning; Word Processing; World Wide Web

This study examined recent (1995-1998) education students' exposure to a variety of instructional technologies prior to taking a required instructional technology course. The purpose was to identify how frequently students had used various technologies before entering the required course and to identify longitudinal changes and/or trends in experience levels. Participants were preservice and inservice teachers attending a mid-sized, public, southern state university. Between 1995-1998, during the first class meeting, 606 undergraduate and graduate students enrolled in different sections of required introductory instructional technology courses completed surveys indicating how frequently they had utilized various instructional technologies prior to beginning the course. Data analysis indicated that students had more experience with word processing than any other technology upon entry, and they seldom or never used spreadsheets and databases. Experience with information tools (e.g., e-mail, CD-ROM, and the Internet) ranged from seldom to often. By 1998, students reported having more prior experience with e-mail, CD-ROM, and the Internet than they did in 1995. Degree of prior experience varied significantly between groups over time and did not always move in a positive direction. (Contains 17 references.) (SM)

ED 420 642 SP 038 002

Analysis of Professional Salaries. Maryland Public Schools.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; Operating Expenses; *Public Schools; Tables (Data); *Teacher Salaries
IDENTIFIERS- Maryland State Department of Education

The tables in this report on professional salaries were prepared using data submitted by Maryland's 24 public school systems in the fall of 1997. Salaries include annual pay for 10-, 11-, and 12-month employees in positions listed. All data reflect the conversion of part-time employees to a full-time equivalent. The position types used in the report are based on definitions included in the Instructional for the Annual Staff Reporting, Maryland Public Schools, April 1997. Directors, coordinators, and supervisors include persons in charge of instructional and equipment to use. The book provides help on how to approach play within each of the different age groups. The early years focus on singing, imitation, and finger games, followed by string games, chasing, cooperative throwing, and skipping games. Activities that encourage grace of movement, fairness, and equality are presented for children ages 7-10 years, leading to games for courage, accuracy, and gentle preparation for sport at ages 11 and 12 years. Games that encourage the renewal of traditional playgroup culture along with swimming games are described. The book explores spatial development in the form of sport, gymnastics, and outdoor activities for teenagers. It also explores children's problems with play and sport and presents practical solutions, noting the benefits of martial arts. (SM)

ED 420 661 SP 038 021

Hallman, Patsy J.
Field-Based Teacher Education. Restructuring Texas Teacher Education Series 1.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Change; Educational Improvement; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Professional Development Schools; Public Schools; Student Teaching; *Teacher Certification
IDENTIFIERS- *Field Based Programs; Texas

This report describes some outcomes of the Texas initiative to restructure teacher preparation according to a field-based model, discussing its processes, problems, and challenges and suggesting that the resulting improvements in teacher education are well worth the additional effort and expense. Section 1, Introduction, presents an overview of field-based teacher preparation in Texas. Section 2, Rationale for Field-Based Teacher Education, discusses the influence of the accountability movement and the benefits to public schools. Section 3, Three Texas Field-Based Programs, focuses on three efforts: a large, fully field-based program; a program with geographically dispersed field sites; and a program with special schools as operational field sites. Section 4, Essentials for Success in Implementing Field-Based Teacher Education, discusses collaboration with schools; options and responsibilities for classroom space in the field; program leadership, organization, and governance; roles of major participants; technology in field-based education; and staff development in field-based programs. Section 5, Barriers to Field-Based Education, discusses barriers encountered in Texas programs and bridges they used to overcome the problems. Section 6, Assessment in Field-Based Programs, looks at assessment of and research on the initiative. (Contains 15 references.) (SM)

ED 420 662 SP 038 022

Resta, Virginia K.
Professional Development Schools as a Catalyst for Reform. Restructuring Texas Teacher Education Series 2.
PUB DATE- 98
NOTE- 37p.

higher level of test anxiety would engage in less self-regulated strategy use than those with lower levels of test anxiety; (2) students who valued academic situations more would engage in greater self-regulated strategy use after test anxiety was held constant; and (3) students with a higher expectation of success will engage in greater levels of self-regulated strategy use after test anxiety and task value were held constant. Results from 88 undergraduates and 2 graduate students show that test anxiety explains a significant amount of variation in the set of the 3 dependent variables, although an examination of the univariate tests shows that test anxiety is only significantly related to resource management. Task value also explains a significant amount of variation in the three dependent variables after test anxiety is held constant. However, task value masks the effects of expectancy of success, so it shows no significant relationship to the multivariate set of dependent variables until it is entered before task value. Adding expectancy of success to the equation first, however, does not take away from the contribution that task value makes to the explanation of variation in the self-regulated strategy use set. An appendix gives the regression weights. (Contains 10 tables and 28 references.) (Author/SLD)

ED 420 679 TM 028 354

Timm, Neil H.
Analyzing Interactions in Unbalanced Two-way Designs.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Interaction; Research Methodology; Researchers
IDENTIFIERS- *Factorial Designs; *Unbalanced Designs; Weighting (Statistical)

This paper considered several issues with the analysis and interpretation of interactions in unbalanced factorial designs. The effect of design weights on the interaction parameters of factorial designs and an approach for the analysis of interactions using finite intersection tests is discussed. The example of a researcher designing a study to analyze the interaction of two treatment combinations is used. In implementing the study, an unbalanced nonorthogonal design resulted. To analyze this data, one researcher in the example used equal cell weights and another used proportional cell or balanced weights. It is shown that the interaction parameters and their corresponding estimates depend on the weighting scheme selected. Implications of these findings are discussed. (Contains 38 references.) (Author/SLD)

ED 420 680 TM 028 355

Butler-Kisber, Lynn; Borgerson, John
Alternative Representation in Qualitative Inquiry: A Student/Instructor Retrospective.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; Art Products; Educational

implementation process will result in improvement in achievement levels for all students. (Contains five references.) (SLD)

ED 420 698 TM 028 373

Murphy, Joseph; Shipman, Neil
The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Administrators; *Educational Administration; Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Learning; School Culture; *Standards
IDENTIFIERS- *Interstate School Leaders Licensure Consortium

The Interstate School Leaders Licensure Consortium (ISLLC), under the auspices of the Council of Chief State School Officers, and in cooperation with the National Policy Board for Educational Administration, developed a framework for redefining school leadership through standards for educational leaders. This paper describes the central elements of the ISLLC design for educational leadership and provides a preliminary look at systemic leadership in action, starting with a description of the infrastructure that supports the ISLLC's work. The changing environment surrounding schooling and postindustrial conceptions of education are considered. The third section of this paper translates the ISLLC understanding of educational leadership into a set of standards that can be used to strengthen school leadership throughout the educational system. The final section discusses early progress in connecting the standards for strategies for creating effective school leaders. The standards that emerged are for a school administrator who: (1) facilitates the development, implementation, and stewardship of learning shared by the school community; (2) promotes the success of all students through a school culture and instructional program conducive to student learning; (3) promotes the success of all through ensuring management, operations, and resources for a safe, efficient, and effective learning environment; (4) promotes the success of all students by acting with integrity, fairness, and in an ethical manner; and (5) promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Ways in which these standards are being implemented are discussed. (Contains 31 references.) (SLD)

ED 420 699 TM 028 374

Schwager, Mahna T.
Using Skill Standards To Generate Cross-Industry Areas for Certification and Assessment.
PUB DATE- 98
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

Beasley and J. Sheehan, 1994); this study, however, only examined the performance of the procedures under equal sample sizes. This paper assesses the Type I error control of standard and alternative multivariate tests of means under homogeneous and heterogeneous correlation structure for a full range of sample size conditions. This paper focuses on the performance of multivariate tests on means in the two-group case. A Monte Carlo simulation experiment was conducted. Findings show that the "F" based on Hotelling's T-squared is robust to between groups differences in correlation matrices under equal and unequal sample size conditions as long as the difference in the magnitude of the correlations is not extremely large, no matter what the sample size conditions or the number of variables under study. Differences between the performance profiles of the standard multivariate means test procedure and available alternative procedures are discussed. An appendix provides a chart of observed percent bias on Type I error control of multivariate tests on means. (Contains 5 tables and 22 references.) (Author/SLD)

ED 420 717 TM 028 439

Fouladi, Rachel T.
Covariance Structure Analysis Techniques under Conditions of Multivariate Normality and Nonnormality - Modified and Bootstrap Based Test Statistics.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Maximum Likelihood Statistics; *Monte Carlo Methods; *Multivariate Analysis; Tables (Data)
IDENTIFIERS- AMOS Computer Program; Bootstrap Methods; *Covariance Structural Analysis; EQS Computer Program; *Nonnormal Distributions; Resampling Techniques; Type I Errors

Covariance structure analytic techniques have become increasingly popular in recent years. During this period, users of statistical software packages have become more and more sophisticated, and more and more researchers are wanting to make sure that they are using the "best" statistic, whether it be for small sample considerations or for issues of nonnormality. At present, none of the confirmatory structure analytic programs include small sample modifications such as the k-factor Bartlett multiplier (1950) or the Swain multiplier (A, Swain, 1975). They do however include modifications to address distributional nonnormality. EQS offers the Satorra-Bentler scaled statistics (A. Satorra and P. Bentler, 1988, 1989); it does not yet offer the Satorra-Bentler adjusted statistic. AMOS, on the other had, offers a bootstrap alternative, however, it does not yet offer either of the Satorra-Bentler modified statistics. This Monte Carlo study addresses whether resampling-based procedures provide improved Type I error control over the modified test statistics such as the k-factor Bartlett modified, Swain modified, Satorra-Bentler scaled, and Satorra-Bentler adjusted test statistics. The study provides evidence on the relative performance of the Beran-Strivastave bootstrap procedure and demonstrates that this procedure does not provide as good control of Type I error under conditions of extremely mild distributional nonnormality as the 0-factor Bartlett or Swain modified maximum likelihood received both internal and external financial support. The urban campus has sponsored collaborative programs, but they have not reached the level of the PDS model. At the urban elementary school studied, relationships with the university have continued over 30 years. Student teaching and cooperating teacher support were the original bases for the collaboration, and they are still its most stable feature. The collaboration has not reached PDS status for several reasons, the first of which is a lack of acceptance for the concept of the PDS, which may be perceived as having negative impact on the mission of the school to educate its students. Another reason is that the university may be perceived as an ivory tower, rather than a realistic partner in education. The urban context and the competitive environment also pose barriers to creating a PDS relationship. A look at the experiences of this school leads to the conclusion that several factors are necessary for the establishment of a PDS: (1) clarity around issues of starting a PDS; (2) a focus on collaborative benefits to parents, students, student teachers, teachers, administration, and faculty; and (3) insulation from negative forces. To support the collaboration, communication, connection, and commitment are required. (Contains 1 figure and 14 references.) (SLD)

ED 420 735 UD 032 390

Quantum Opportunities Program. A Brief on the QOP Pilot Program.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Community Organizations; Cost Effectiveness; *Disadvantaged Youth; *High School Students; High Schools; Higher Education; *Mentors; Pilot Projects; Program Effectiveness; Program Evaluation; Student Employment; *Summer Programs; Urban Youth; *Youth Programs

The Quantum Opportunities Program (QOP) is an innovative 4-year year-round pilot program that provides learning opportunities, development opportunities, service opportunities, and summer jobs to small groups of youth from families receiving public assistance. In 1994, the Ford Foundation commissioned an evaluation of the QOP. Between 1989 and 1993, 100 disadvantaged minority teenagers joined QOP at 5 different sites, in Philadelphia (Pennsylvania), Oklahoma City (Oklahoma), Saginaw (Michigan), San Antonio (Texas), and Milwaukee (Wisconsin). QOP differed from most youth job training programs in that it provided youngsters with adult mentors who stayed with them over the 4 years. Compared to a random sample of peers not enrolled in QOP, participants improved their basic skills, and were more likely to graduate from high school, and go on to postsecondary school or college. They were also less likely than their peers to have babies or become unemployed. A major finding from the QOP evaluation is that youth will stick with a program if the adult mentors stick with them. Many factors contributed to the success of QOP, including small groups of participants per site, a community-based, case management approach, and the early age at which the program is initiated, typically 14 or 15. Multiple dimensions, including financial incentives for hourly work, contributed to program success. A cost-benefit analysis suggests that, for every dollar spent, $3.68 is gained in public benefit, assuming that college students finish their educations. QOP shows that something can be done for these disadvantaged students, and that opportunity person narratives from teachers, staff, parents and students detail how each was affected by the change to mixed-age programming in kindergarten through third grade. Participants came from a number of schools in three western states, and represented schools in rural regions, small towns, suburbs, and cities. These narratives were collected through site observations, interviews, focus groups, staff training materials such as self-study scoring sheets, and training session evaluations. When these stories are brought together, common patterns surface as to what participants like or thought worked, and what was hard and remains difficult. Important factors in making a successful transition to the new program are highlighted, including: having a shared vision; focusing on staff development; and involving administrators, teachers and families in planning for and implementing change. Common outcomes of this process include the way teachers rethought and improved teaching practice and content, the new partnerships between teachers and families, the increasing professional satisfaction, and the difficulties in implementing mixed-age grouping. (JPB)

ED 420 399 PS 026 560

Books, Sue
Environmentally Induced Damage to Children: A Call for Broadening the Critical Agenda.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Allergy; Asthma; *Disease Incidence; *Economically Disadvantaged; *Educational Change; *Educationally Disadvantaged; Elementary Education; Elementary School Students; *Environmental Influences; Lead Poisoning; Physical Environment; Pollution; Public Health; Social Attitudes

The incidence of environmentally related illnesses, such as tuberculosis, asthma, allergies, respiratory disease, depression, and violent anger is increasing, particularly in the inner cities. The effects of these illnesses is often overlooked in discussions of educational and social inequity. This article discusses the significance of this increase in disease with regard to the welfare of children and the impact on their academic achievement, due to physical and mental impairments. Information is provided about the causes, consequences, and rates of incidence of tuberculosis, lead poisoning and asthma. The article comments on the ways in which society and the schools have responded to these illnesses, and then considers the context of discussion about these illnesses and the social response to them. The article notes that, often, these illnesses are considered an affliction of the poor. The article issues a challenge for school reform that addresses environmentally induced damage to children as an educational issue, as well as a social one. Contains 44 references. (JPB)

ED 420 400 PS 026 561

Chen, Shu-fang
Creating Developmentally Appropriate Curricula: Preschool Teachers' Decision-Making Processes.

of the children live in poverty. The report concludes with a description of the methodology and acknowledgements. (KB)

ED 420 417 PS 026 586

Hawaii's Adolescent Wellness Plan: Laulima in Action.
PUB DATE- 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Benchmarking; Change Strategies; *Child Health; Community Planning; Community Programs; Community Services; Health Conditions; Health Needs; *Health Promotion; Policy Formation; Public Policy
IDENTIFIERS- *Hawaii; Healthy People 2000; Indicators; Risk Taking Behavior

Based on a need in Hawaii for a multilevel responsibility and commitment to ensure adolescent wellness, the Hawaii Adolescent Wellness Team developed a plan based on research and discussions with a variety of professionals and community leaders in health, education, and social service. This resource handbook is designed to assist communities in partnership with their youth in developing and evaluating programs and services for adolescents and to assist departments and elected officials in developing public policy to support adolescent wellness in Hawaii. The plan is organized into four primary sections. Section 1, "Basic Assumptions of Adolescent Wellness," discusses the psychosocial and developmental stages of adolescence, myths and facts, and economic consequences of preventable risk-taking behaviors. Section 2, "The Status of Adolescent Health in Hawaii," presents the benchmarking process and critical indicators of health, provides instructions for using the information for community benchmarking, and lists state and community-based needs assessment data resources. Section 3, "Framework for Adolescent Wellness," presents basic principles of adolescent wellness and discusses the community planning approach. Section 4, "Strategies for Promoting Adolescent Wellness," discusses the overarching goal of the plan as well as goals and critical indicators for which communities may respond, suggests change strategies and activities to implement strategies, and provides statewide resource contacts. Appendices include the Healthy People 2000 objectives and resource liaisons. Each section contains references or additional resources. (KB)

ED 420 418 PS 026 587

Ogletree, Earl J.
Waldorf Education: Theory of Child Development and Teaching Methods.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Cognitive Development; Developmental Stages; *Educational Philosophy; Educational Theories; Elementary Secondary Education; Individual Development; Intellectual Development; *Learning Readiness;

Call That?"; (2) "I Can Name That Object"; (3) "How Did You Describe That?"; (4) "Look in the Mirror and What Do You See?"; (5) "What a Pretty Color"; (6) "I Know What Came Next"; (7) "Shape Art"; (8) "Whom Do You Go With?"; (9) "The Number Dance"; (10) "What Time Did You Say It Was?"; (11) "Safety First and Please Use Your Manners"; and (12) "Tell Me about Your Fun House." (EV)

ED 420 434 PS 026 609

Coles, Robert; Coles, Robert E.; Coles, Daniel A.; Coles, Michael H.
The Youngest Parents: Teenage Pregnancy as It Shapes Lives.
PUB DATE- 97
NOTE- 223p.; Photographs by John Moses and Jocelyn Lee.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Early Parenthood; Fathers; Interviews; Life Events; Mothers; *Parent Attitudes; Personal Narratives; Pregnancy; Youth Problems
IDENTIFIERS- *Adolescent Attitudes

This book asks readers to shed preconceptions about teenage pregnancy and listen to the compelling voices of young women and men who are soon to become parents although barely out of childhood themselves. From conversations with teenagers across racial, geographic, and socioeconomic lines, the book weaves a narrative that reveals the aspirations and apprehensions of teenage parents. The book reveals that many pregnant teens believe that their babies will lead lives very different from their own, finding the success that has eluded them, and that teenage fathers' confusion and resentment often give way to a longing for respect and for a way out of lives limited by poverty and poor education. The text is accompanied by two photographic essays of teen families by a professor of photography who lived among young mothers in Maine, Massachusetts, New York, Nova Scotia, and Texas, and by a pediatrician who worked for several years with teenage parents in North Carolina. The book's chapters are: (1) "Watching"; (2) "Waiting"; (3) "Welfare"; (4) "Fast-Time"; (5) "Hit and Run"; (6) "Ups and Downs"; (7) "No Caution to Throw to the Winds"; and (8) "Second Chance."(EV)

ED 420 435 PS 026 610

Seawell, Margaret, Ed.
National Television Violence Study. Volume 1.
PUB DATE- 97
NOTE- 568p.; For resume to Volume 2, see PS 026 611; for Volume 3, see PS 026 612.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; *Mass Media Effects; *Programming (Broadcast); *Television; Television Research; Television Surveys; Television Viewing; *Violence

The National Television Violence Study (NTVS) was a 3-year effort to assess the effects of violence on television, of particular interest to education professionals is the effects of television violence on children. Funded by the National Cable Television Association, the project began in June 1994 and involved the participation of media scholars at four university sites, an oversight council of representatives from national the report presents factors and findings in the following areas: (1) what were children's experiences in non-parental care in 1995; (2) what factors were associated with the types and characteristics of the child care arrangements that parents chose; (3) what were parents' sources of information and preferences regarding child care arrangements; (4) what were parents' preferences related to the attributes of the child care arrangements they selected; and (5) what were parents' preferences related to the types of arrangements they selected. The final section of the report provides a summary and conclusions. Among the findings highlighted are the following: (1) compared with children who did not have various characteristics associated with school failure, children who had these characteristics spent more time in nonparental care and were more likely to be in multiple care arrangements; (2) parents valued having their children cared for by a trained provider and with a small number of children, cost of child care was almost as important as the number children cared for; (3) a variety of other child care characteristics were related to parents' choices, including distance between home and care, whether sick child care was available, and whether English was spoken most of the time; and (4) inconsistent relationships were found between cost of care and characteristics associated with positive child outcomes. The report's two appendices present supplemental tables of data and technical notes and methodology of the study. (Contains 57 references.) (HTH)

ED 420 453 PS 026 692

Wiener, Valerie
The Nesting Syndrome: Grown Children Living at Home.
PUB DATE- 97
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Children; *Child Rearing; Family Environment; *Family (Sociological Unit); Housing; *Parent Child Relationship; Parents; Personal Autonomy; Residential Patterns
IDENTIFIERS- Empty Nest Syndrome; Intergenerational Conflict; *Living Arrangements

Parents across the nation are experiencing the phenomenon of adult children returning home to live with their parents after brief or extended excursions into independent living, or of adult children reluctant to move out until their financial or lifestyle expectations are guaranteed. Referring to these grown children as "nesters," this book addresses this widespread phenomenon with timely information and helpful advice. The book features comments from parents and their nesting children to explore all aspects of this difficult issue in a non-judgmental way. The three parts of the book explore American families as they have changed in two generations, the nesting phenomenon, and factors of seeking or regaining independence and moving on. The chapters are: (1) "Boom or Bust," on the two "generations" encompassed by the post-World War II baby boom and how financial and familial values changed from those of their parents; (2) "Contemporary Grown Children," including the influence of television and material wealth; (3) "Hanging onto the Family Home," examining both staying at home and returning home; (4) "Parents Raising Children...Again?," including grandparents raising grandchildren, and the advantages and

Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Change Strategies; *Educational Change; Elementary Education; *Elementary Schools; Foreign Countries; Principals; Rural Schools; *School Administration; *Small Schools
IDENTIFIERS- *Head Teachers; Management Styles; Policy Implementation; *Scotland

This report summarizes a two-phase research project on the strategies used by headteachers in small Scottish primary schools to manage mandated educational changes. The research focused on four initiatives of the past decade: 5-14 Curriculum Guidelines, School Development Planning, Staff Development and Appraisal, and Devolved School Management. In the first phase, survey responses were received from 708 of the 863 small primary schools with 120 students or less. The second phase consisted of case studies in 18 schools. Two of the initiatives had been fully or partially implemented in virtually all responding schools. About half of headteachers identified problems with the pace of change and lack of time. The most frequently used management activity in implementation of change was informal discussions with other headteachers. Tables list management activities by frequency of use, overall and for each initiative. Sections on each of the four initiatives discuss management activities supporting implementation and factors inhibiting implementation. The findings suggest a small-school management style involving creation of a collegial team; networking with outside colleagues and resources; and situational management based on realistic assessment of context, tasks, and available resources. Recommendations are offered to headteachers, education authorities, and national organizations to support continuing development of a small-school management style. (SV)

ED 420 470 RC 021 565

Wilson, Valerie; McPake, Joanna
Managing Change in Small Scottish Primary Schools. SCRE Research Report No. 86. Research Report Series.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 98
NOTE- 117p.; For summary report, see RC 021 564.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Effectiveness; *Change Strategies; *Educational Change; Educational Needs; Elementary Education; *Elementary Schools; Foreign Countries; Management Development; National Surveys; Principals; Rural Schools; *School Administration; *Small Schools
IDENTIFIERS- *Head Teachers; Management Styles; Policy Implementation; *Scotland

This report describes Scottish research on ways in which headteachers in small primary schools managed mandated changes. The research focused on implementation of four recent major initiatives: 5-14 Curriculum Guidelines, School Development Planning, Staff Development and Appraisal, and Devolved School Management. Research methods included a national survey of all 863 small (fewer than 121 students) primary schools (708 responses) and 18 case studies. Chapters in the report cover: (1) research outline, aims, and methods; (2) the literature on Scottish small schools, headteachers' leadership style and

U.S. voluntary national content standards in economics. That national document is predicated on 20 "content standards" of student knowledge, each of which includes "benchmarks" for grades 4, 8, and 12. For each set of benchmarks, the national standards contain statements about how students will use the knowledge they have gained. This supplement adapts the "student uses of knowledge" for American Indian educational settings, providing sample focus areas for Indian students for each of the 20 national content standards. Comments point out cultural biases or explain Indian perspectives on specific benchmarks, and student activities to display utilization of the knowledge relevant to that benchmark are listed. Sample focus areas include tribal land, allocation of tribal resources, cost-benefit analysis of environmental issues, historic Indian economic systems, cultural influences on incentives, economic specialization in the community, producers and consumers on Indian reservations, economic effects of a tribe's special tax status, market competition in a local context, local businesses and labor market, and tribal government revenues and expenditures. This document may also serve as a stimulus of ideas for the development of tribally specific economics education standards. (SV)

ED 420 487 RC 021 594

American Indian Standards for Mathematics Education.
PUB DATE- 98
NOTE- 14p.; Aligned with the 1989 Curriculum and Evaluation Standards for School Mathematics developed by the National Council of Teachers of Mathematics; see ED 304 336.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; American Indian Culture; *American Indian Education; Culturally Relevant Education; Elementary Secondary Education; Learning Activities; Mathematical Applications; Mathematical Concepts; Mathematics; *Mathematics Curriculum; *Mathematics Education; *National Standards; Teaching Guides
IDENTIFIERS- Bureau of Indian Affairs Schools; *NCTM Curriculum and Evaluation Standards

These American Indian standards for mathematics were developed by the Bureau of Indian Affairs (BIA) for use by classroom teachers of American Indian students. They have been closely aligned with the 1989 "Curriculum and Evaluation Standards for School Mathematics," national standards currently in use in many BIA-funded schools. Each standard describes what mathematics should be included in the curriculum and possible student activities associated with that mathematics. Like the national standards, the American Indian standards are organized into grade level groupings of K-4, 5-8, and 9-12. The first four standards for each grade grouping cover problem solving, communication, reasoning, and mathematical connections. Other K-4 standards cover estimation, number sense and numeration, concepts of whole number operations, whole number computation, geometry and spatial sense, measurement, statistics and probability, fractions and decimals, and patterns and relationships. Other 5-8 standards cover number and number relationships, number systems and theory, computation and estimation, patterns and functions, algebra, statistics, probability, geometry, and measurement. Other 9-12 standards cover algebra, functions, geometry from synthetic and algebraic perspectives, and statistics. This document may also be used by American Indian nations as a guideline for developing tribally interactions according to the perceptions of students, a qualitative approach was used. Students were interviewed and the researchers visited and observed in science classrooms. (DDR)

ED 420 503 SE 061 505

BouJaoude, Saouma; Tamim, Rana
Analogies, Summaries, and Question Answering in Middle School Life Science: Effect on Achievement and Perceptions of Instructional Value.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Biological Sciences; *Concept Formation; Decision Making; Educational Strategies; Foreign Countries; Grade 7; Junior High Schools; Learning Strategies; Middle Schools; Problem Solving; Science Education; Science Tests; Scientific Literacy; *Student Evaluation
IDENTIFIERS- Lebanon

Generative learning strategies are the focus of the study described in this paper. Research questions pertain to the effect of practice in the generation of analogies and summaries by Grade 7 students on their achievement in science, the different types and numbers of analogies that students generate, and students' perceptions of the effectiveness and utility of the generative learning strategies. Results indicate that there are no significant differences among students' scores in the categories of analogy generation, generation of summaries, and read-and-answer questions. Three possible reasons why the analogies and summaries did not work very well with the subjects of this study are also discussed. Those reasons include: the concurrent use of multiple strategies, an inherent discrepancy between the generative and traditional means of assessment, and inadequate time for the activities. Contains 44 references. (DDR)

ED 420 504 SE 061 509

Bennof, Richard J.
Federal Academic Science and Engineering Obligations Decreased Slightly in FY 1996. SRS Data Brief.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Development; *Engineering Education; *Financial Support; Higher Education; Postsecondary Education; *Research and Development; *Science Education; Scientific Research; Statistics
IDENTIFIERS- National Science Foundation

This data brief reports on statistics related to the federal academic science and engineering obligations. The data is presented in one chart and two tables that provide information on federal science and engineering and science and engineering research and development obligations during the fiscal years 1986-1996, federal academic science and engineering support by literature and science. The whole language approach to picture books is recommended and this strategy is described in the four sections of this report. The sections provide information on the relationship between science education and children's literature, the planning of science activities through a children's book, the implementation of science activities for the sound concept through a children's picture book, and children's books that are appropriate for literature-based science activities. A sample unit based on a Korean children's book is presented. (DDR)

ED 420 527 SE 061 569

Highsmith, Joni Bitman
Stickybear's Math Splash: Adventures in Math Fun for Ages 5-10! School Version with Lesson Plans. CD-ROM .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Software; Educational Technology; Elementary Secondary Education; *Lesson Plans; *Listening Skills; Mathematics Activities; Mathematics Education; Mathematics Instruction; Number Concepts; Thinking Skills

Stickybear's Math Splash is a CD-ROM-based software tool for teaching mathematics skills beyond simple number recognition to elementary students. The accompanying printed lesson plans are designed to complement mathematics skills with other methods and areas of emphasis including kinesthetic learning, listening skills, decision making skills, and other vital tools for educational development. Each of the 12 lesson plans includes activities, area focus, description of the method used, goals and objectives, materials required, and the area of emphasis and several variations. (ASK)

ED 420 528 SE 061 570

Aud, Joel; Gintz, Chris
Math Test Generator. Volume 1: Basic Skills. CD-ROM .
PUB DATE- 97
NOTE- 0p.; For Volume 2, see SE 061 571.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Arithmetic; Computer Software; Elementary Secondary Education; Instructional Materials; *Mathematics Education; *Number Concepts; *Tests; Worksheets

This computer software program helps to make classroom worksheets, take home assignments, and school mathematics tests easy to design and manufacture. The accompanying printed teaching guide provides technical information for setting up and using the program, along with sample worksheets and instructions on how to create them using the software. Volume 1 contains instructions on how to create tests on addition, subtraction, multiplication, division, and other arithmetical problems. (ASK)

ED 420 529 SE 061 571

Education; *Womens Studies
IDENTIFIERS- *South Africa

This paper concludes that population and education are likely to play central roles in public policy in South Africa as it emerges from years of apartheid. The study examines some of the mechanisms that underlie the negative association between fertility and education. Using household survey data collected as part of the Project for Statistics on Living Standards and Development, the report challenges some common beliefs about women's education and economic development. Education is not randomly assigned within a population but reflects self-selection in educational attainment. Education and household resources tend to be correlated; a woman's education may be a proxy for her, or her family's, income, but in South Africa, female education continues to have a powerful negative association with fertility. This report states the impact of comprehension skills is particularly large in magnitude suggesting that the acquisition and assimilation of information may be affecting family decision-making. (Contains 13 references, 1 figure and 3 tables.) (EH)

ED 420 553 SO 028 354

Haddad, Wadi D.; Demsky, Terri
Education Policy-Planning Process: An Applied Framework. Fundamentals of Educational Planning 51.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Developing Nations; *Educational Development; *Educational Planning; *Educational Policy; Foreign Countries; Higher Education; Strategic Planning
IDENTIFIERS- Burkina Faso; Jordan; Peru; Thailand

This booklet provides an introduction to the educational policy-making process for both experienced and new planners. Policy is defined as decisions designed to guide future decisions or to initiate and guide the implementation of previous decisions. Case studies of Burkina Faso, Jordan, Peru, and Thailand show how educational policy has played out in real world situations. In each case, the framework shows its value in explaining why certain policies were developed and implemented in this manner. (EH)

ED 420 554 SO 028 356

Labor in the Schools - How You Can Help Teach the Next Generation about Unions.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Labor; *Labor Education; *School Community Relationship; Social Studies; *Unions; United States History

This booklet is designed to help labor union members feel comfortable when asked to speak in schools about the role of the unions. Students are interested in meeting people who can tell them about the world of work. This guide helps speakers to

Geography"; (3) "Higher Education's Role in the Reform Movement"; and (4) "Geography Education Beyond the Classroom." The 16 articles include: (1) "The Reform Movement in Geographic Education: A View from the Summit" (Robert S. Bednarz; James Peterson); (2) "Guidelines for Geographic Education and the Fundamental Themes in Geography" (Salvatore J. Nataoli); (3) "Discovering Innovative Curricular Models for School Geography" (James F. Marran); (4) "The Dissemination and Implementation of the National Standards: A View from the Local Level" (Douglas A. Phillips); (5) "Geography Instructional Materials for Standards-Based Education" (A. David Hill); (6) "Technology in Geographic Education: Reflections and Future Directions" (M. Duane Nellis); (7) "Environmental Education: A Geographical Perspective" (Rosalyn McKeown-Ice); (8) "Geography in the Workplace: A Personal Assessment with a Look to the Future" (John W. Frazier); (9) "Baccalaureate Curricula in Geography: Need for Consensus Guidelines" (Sidney R. Jumper); (10) "The Bete Noire of Geographic Education: Teacher Training Programs" (Richard G. Boehm; John Brierley; Martha Sharma); (11) "Realities and Opportunities for Funding Geography Education" (Dorothy R. Jacobson); (12) "Implementation of Geography Standards: Strategies and Initiatives" (Anthony R. de Souza; Susan Munroe); (13) "Geography Education in National Context" (T. J. Wilbanks); (14) "Improving Geography Learning in the Schools: Efforts by the National Geographic Society" (Robert E. Dulli); (15) "Geography and National Education Policy" (Terry Smith); and (16) "The Need for Research in Geography Education: It Would Be Nice to Have Some Data" (Roger M. Downs). (EH)

ED 420 575 SO 028 726

The Importance of Geography in the School Curriculum.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Geographic Concepts; *Geography Instruction; Higher Education; Social Studies; *Teacher Education

This pamphlet explains the importance of geography in the curriculum of primary, middle, and secondary schools. The pamphlet is intended for education decision-makers and advocates the importance of supporting geography education. The article explains what geography is, relates how U.S. students compare to students in other nations in geographic knowledge, presents reasons why geography is important in helping students understand their world, and suggests ways to improve geography teaching. (EH)

ED 420 576 SO 028 727

How To Help Children Become Geographically Literate.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregivers; Elementary Education; *Family (Sociological Unit); *Geographic Concepts; *Geography Instruction; *Social Studies
IDENTIFIERS- *Geographic Literacy

This pamphlet suggests ways in which families and caregivers can work with children to help them learn more about the world in and (4) civic education as community civics. Analyses support each of the divisions. (EH)

ED 420 598 SO 028 826

Pak, Yoon K.
Japanese Americans and the Public School Americanization Program of the Progressive Era: The Seattle Public Schools' Official Attitude, 1916-1942.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; Educational Policy; Educational Research; *Ethnic Groups; *Ethnic Studies; Higher Education; *Japanese American Culture; *Japanese Americans; *Public Schools; Social Discrimination; United States History
IDENTIFIERS- Progressive Era; Seattle Public Schools WA

This comparative historical analysis examines the official attitude of the Seattle (Washington) Public Schools toward Americanization and ethnic groups, specifically Japanese Americans, between 1916 and 1942. The paper contains seven major sections including: (1) "Objective and Rationale for Studying Seattle"; (2) "Methodology and Evidence for the Study"; (3) "An Examination of Four Approaches to the Range of Americanization Programs Nationwide"; (4) "Findings of the Seattle Public Schools' Approach to 'Americanism' Based on Primary Evidence"; (5) "Summary and Conclusion"; (6) "Questions for Further Investigation"; and (7) "Where the Current Study Fits with Respect to the Seattle Public Schools 'Unofficial' Approaches to Americanization within the Context of the Japanese American Incarceration in 1942." (EH)

ED 420 599 SO 028 827

Patrick, John J.
"E Pluribus Unum": What Does It Mean? How Should We Respond?
PUB DATE- 97
NOTE- 25p.; Keynote address presented at the Annual Meeting of the Michigan Council for the Social Studies (Dearborn, MI, February 6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics

This keynote address examines the clashing viewpoints of unity and diversity on the meanings of "e pluribus unum." The continuing debate can be cataloged and clarified by three "ideal-type" models of conceptions: (1) monolithic integration; (2) pluralistic preservation; and (3) pluralistic integration. The speaker examines the main themes of these three models or conceptions, the congruence of each conception with social reality in the past and present, and the compatibility of each model with the principles and practices of education for citizenship in a constitutional democracy. (EH)

*College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Social Change; Social Cognition; Teacher Attitudes; Urban Education

IDENTIFIERS- Social Justice

This paper summarizes a case study that examined the school-university partnership relationship between UCLA's newly-restructured teacher education program and a nearby school district. The program was designed to develop beginning teachers to become change agents (social justice educators) within urban education. The study probed into the professional lives of four beginning teachers during the first two years of their professional training. The study explored what happens after beginning teachers learn critical, social reconstructivist theory and begin to deal with the cognitive dissonance that often occurs when they have to react to policies and practices, and make sense of their real-life settings. Part 1 of the paper describes four teachers' stories, noting what happened to their beliefs and practices during the induction year. Their stories indicate that it was better for them to begin their careers in school-university partnerships, which offered more support for theory and practice to intersect. All four teachers showed development in becoming knowledgeable about social reconstructivist pedagogical theories. Part 2 presents a theoretical model of an exemplary teacher education program closely connected in a symbiotic relationship with a local district. After offering the vision for an exemplary program and the roles and responsibilities for participants, the paper presents recommendations for extending what was learned to mainstream teacher education programs and suggests how they can benefit from the study and use components from the examples. (Contains 47 references.) (SM)

ED 420 624 SP 037 983

Pryor, Sherrill Evenson; Mader, Cynthia E.

Perspectives on Gender Equity Instruction in Teacher Education Programs.

PUB DATE- 98

NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 25-28, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; College Faculty; College Students; Elementary Secondary Education; *Equal Education; Higher Education; *Knowledge Level; Preservice Teacher Education; *Preservice Teachers; Sex Bias; *Sex Fairness; *Student Teacher Attitudes; Student Teachers; Tables (Data); Teacher Educators; Teacher Student Relationship

This research involved two studies--one of teacher education students and one of teacher education faculty--to examine preservice teachers' views about gender equity in learning and schooling and the role of preservice instruction in addressing gender issues in education. The student assessment instrument examined three major categories of gender-equitable classroom practices, including teacher-student interactions, classroom management/organization, and teacher expectations. Participants were 758 student teachers at 3 universities. The faculty assessment instrument included examples of 30 gender-related topics that might be included in the teacher education curricula. Faculty had to rate the extent to which they

noninstructional services within the school system. A figure provides data on amount above/below statewide average teacher salary. Three tables provide data on salaries of professional staff employed in Maryland public schools, teachers' salaries indexed to region, and average salaries for selected positions and 10-year percent change. Highlights of the report include: (1) the average salary for principals increased about 3 percent from 1996-1997 to 1997-1998; (2) compared to the 1996-1997 results, the mean on statewide teacher's salary is slightly higher in 1997-1998; (3) the average teacher salary increased in four geographical regions of Maryland (western, southern, lower shore, and upper shore); and (4) pupil personnel/school social workers showed the biggest gain in average salary. (SM)

ED 420 643 SP 038 003

Aspland, Tania; Macpherson, Ian; Brooker, Ross; Elliott, Bob
Establishing and Sustaining a Critical and Reconstructive Network of Engagement in and about Curriculum Leadership through the Use of Narrative and Conversation.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Curriculum Development; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Leadership; *Personal Narratives; Research Methodology; Teachers
IDENTIFIERS- *Conversation; *Teacher Leadership; Teacher Researcher Relationship

This paper describes a critical, collaborative, qualitative approach to action research that involved university and school system personnel. The paper discusses researchers' engagement with narratives and conversations during their study, examining how they gained critically reconstructive insights into the teachers' world of curriculum decision making through narrative and conversation. The paper also discusses the researchers' ongoing struggle over what counts as an authentic voice within research projects, addressing the relationship of researchers with teachers and the positioning of researchers within the study. The study emphasized curriculum leadership valuing the centrality of teachers as curriculum leaders. Researchers invited elementary and secondary teachers to write narratives about curriculum leadership, engage in followup conversations, collaborate on analyzing the narratives, and elicit themes contributing to a model of curriculum leadership. Narrative brought to the research the value of each participant's experiences with curriculum leadership. Working with narratives enabled researchers to value the ways that teachers positioned themselves individually in curriculum leadership initiatives, and it allowed teachers to voice their uniqueness. The researchers suggest that this orientation to narrative promotes participatory research, which offers a view of knowledge arising through curriculum leadership struggles required to transform a situation, contributing to the professional growth of teachers and researchers. The researchers advocate this type of research, noting criteria to keep it authentic. (Contains 34 references.) (Author/SM)

ED 420 644 SP 038 004

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Educational Change; Educational Improvement; Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; *Preservice Teacher Education; *Professional Development Schools; Public Schools; Student Teaching; Teacher Improvement
IDENTIFIERS- *Field Based Programs; Texas

This report examines the first generation of professional development schools (PDSs) sponsored by the Centers for Professional Development of Teachers (CPDT) in Texas, noting challenges faced, issues raised, and lessons learned. Section 1 offers an introduction and overview. Section 2 presents the background of the PDS. Section 3, Texas CPDT and the Development of PDSs, discusses cultural differences between universities and schools, planning of PDSs, and stages of development. Section 4, An Evolving PDS: McCallum High School, describes service learning projects, professional development opportunities, and opportunities for scholarly inquiry. Section 5 discusses the PDS as a Catalyst for Restructuring Teacher Preparation. Section 6, the PDS as a Catalyst for Restructuring Schools, examines professional development and the PDS as a learning community. Section 7, the PDS as a Catalyst for Generating Knowledge, discusses PDS research strategies. Section 8, The Role of Technology in the PDS, examines technological resources of PDSs, technology as a catalyst for change in PDSs, the effect of PDS technology on school students' performance, and sustaining the technology infusion. Section 9, Benefits of Joint Ownership, discusses school-university collaboration, changes in school-university perceptions and roles, increased mutual understanding, and strengthening of collaboration. Section 10 presents Challenges to PDSs. Section 11, Need for Continuing Support, discusses university, school district, and state support. (Contains 31 references.) (SM)

ED 420 663 TM 026 934

Glass, Gene V., Ed.
Education Policy Analysis Archives, 1996.
PUB DATE- 97
NOTE- 349p.; "Education Policy Analysis Archives" is an electronic-only journal (see http://olam.ed.asu.edu/epaa) covered on an article-by-article basis in "Current Index to Journals in Education" (CIJE). For the nineteen articles in this volume, see TM 520 174-192 (in CIJE). The numbered papers skip #18, numbering the last two papers #19 and #20.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Computer Uses in Education; Dropouts; Educational Assessment; Educational Change; *Educational Policy; Educational Trends; Electronic Journals; *Elementary Secondary Education; Foreign Countries; Graduate Surveys; Health Education; *Higher Education; Inclusive Schools; Mainstreaming; Policy Formation; *Professional Development; Psychometrics; Scholarly Journals; *Standards
IDENTIFIERS- England

This document consists of downloaded copies of the nineteen (19) papers published in the Electronic Journal "Education Policy Analysis Archives" during 1996: (1) "The Achievement Crisis Is Real: A Review of 'The Manufactured Crisis'" (Lawrence C.

Experience; *Evaluation Methods; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; *Qualitative Research; Research Methodology; *Research Reports; Teacher Student Relationship; *Teachers

In the past decade there has been an increasing interest in using alternative forms of representation in qualitative research. Many believe that the use of different forms can enhance the evocative potential of research findings, expand and include more voices in the research, and challenge some long-term notions of what constitutes research and why. The experiences of a graduate student, a teacher in a master's program who was beginning a change of teaching assignment, illustrate an alternative of expression of qualitative research results. The student came to the attention of the instructor because of his own facility on using alternative forms of expression in class assignments. It was thought that understanding this student's experience would help the instructor help other students build on their own representational strengths and add to the general discussion about alternative representation in qualitative research. The process by which the student arrived at a collage of artifacts to represent his student experience is described. The finished collage is both a self-study and a vehicle for thinking about ways of fostering alternative representations of experience. (Contains 20 references.) (SLD)

ED 420 681 TM 028 356

Kolls, Mardel R.
Standards-Based Multiple Measures for IASA, Title I Program Improvement Accountability: A Vital Link with District Core Values. Rowland Unified School District.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Compensatory Education; Disadvantaged Youth; Elementary Secondary Education; Evaluation Methods; Federal Aid; Low Achievement; *Measurement Techniques; Program Evaluation; School Districts; *Standards; Urban Schools; Values
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I; *Multiple Measures Approach; Rowland Unified School District CA; Weighting (Statistical)

In 1995 the Rowland Unified School District (California) developed a new mission statement defining core values for the district's preparation for the 21st century. The district then set about implementing a new accountability system with existing measures to establish baseline data for measuring progress toward the new goals. The focus in this paper is on programs funded under Title I of the Improving America's Schools Act (IASA) and their mandated evaluations for the 1996-97 school year. To determine the performance of each student, district standards are based on a composite performance established through use of grades in math and English, standardized test scores (normal curve equivalents), and a writing sample. Second graders also took a Developmental Reading Assessment. Performance of elementary school students was benchmarked at grades 2 and 5, and that of intermediate school students at grades 7 and 8. Students in grades 9, 10, and 11 were tested at the high school level. Multiple measures

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Educational Assessment; Evaluation Methods; Federal Legislation; *Industry; Licensing Examinations (Professions); *Performance Based Assessment; *Skills; *Standards; Tables (Data)
IDENTIFIERS- *Scenario Writing; Scenarios

Recently there has been legislation aimed at aligning education and industry interests to better meet the needs of students, workers, and employers. After the passage of the Perkins Vocational and Applied Technology Act in 1990 and its reauthorization in 1992, the U.S. Departments of Labor and Education jointly initiated funding for 22 projects to develop industry skill standards in diverse industries. The National Skill Standards and Assessment Collaborative (NSSAC) has combined some of the efforts of the 22 projects to develop cross-industry standards linked to the industry skill standards for 4 partner industries, and they have pilot tested assessment methods that apply across these industries. This paper reports on the cross-industry analysis and subsequent assessment development work with one assessment method. First, the paper discusses the individual industry standards and their structure, highlighted by an example. Following discussion of the individual standard sets, the paper discusses the methodology and findings from the cross-industry analysis. To highlight the use of cross-industry standards for the purposes of assessment development, preliminary efforts in one area, written scenarios, are discussed. The four industries are: (1) retail and professional sales; (2) community support service worker; (3) health care services; and (4) electronics. The Secretary's Commission on Achieving Necessary Skills (SCANS) skills and competencies were used as an external referent to help establish a basis for the analysis. While portfolios and scenarios were chosen as two performance-based assessment methods on which to focus assessment development efforts, this paper concentrates on scenarios. The written scenario involves presenting a work-related situation for which the respondent is asked to develop and present a solution. Developing scenarios for the four industries is discussed. (Contains 8 tables, 4 figures, and 14 references.) (SLD)

ED 420 700 TM 028 375

Evans, Thomas J.
Standard Setting Models for High School Graduation Competency Tests.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Learning '98 National Conference for Bilingual Educators (1st, San Pedro Sula, Honduras, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cutting Scores; *Graduation Requirements; *High School Students; High Schools; *Minimum Competency Testing; *Standards; *Test Use; Testing Programs
IDENTIFIERS- *Standard Setting

This paper explores common concerns about competency testing as they relate to the certification of high school graduates seeking a diploma in the United States. Competency testing is widespread in the United States, with 40 states engaged in procedure. It does show improved Type I error control over the standard maximum likelihood procedure. (Contains 7 tables, 6 figures, and 42 references.) (Author/SLD)

ED 420 718 TM 028 440

Fouladi, Rachel T.
Type I Error Control of Normal Theory and Asymptotically Distribution Free Correlation Structure Analysis Techniques under Conditions of Multivariate Nonnormality: Testing Correlation Pattern Hypotheses.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Monte Carlo Methods; *Multivariate Analysis
IDENTIFIERS- Covariance Structural Analysis; *Nonnormal Distributions; *Type I Errors

Covariance and correlation structure analytic techniques can be used to test whether a specified correlation structure is an adequate model of the population correlation structure. These procedures include: (1) normal theory (NT) and asymptotically distribution free (ADF) covariance structure analysis techniques; and (2) NT and ADF correlation structure analysis techniques. This paper discusses Monte Carlo results on the Type I error control of correlation structure analytic techniques for tests of correlation pattern hypotheses under conditions of multivariate nonnormality. The results show the clear nonrobustness of normal theory correlation structure analysis procedures under conditions of nonnormality when testing the correlation pattern hypotheses such as the simplex or circumplex, but less so when testing the diagonal or block-diagonal correlation pattern hypotheses. This paper further demonstrates how improved Type I error control can be obtained by adopting asymptotically distribution free correlation structure analysis procedures. Three appendixes present population correlation matrices and model matrices, a discussion of distribution types, and a table of empirical Type I error rates. (Contains 6 tables, 8 figures, and 30 references.) (Author/SLD)

ED 420 719 TM 028 441

Mo, Kim Wan
School Climate and the Effectiveness of Teacher Appraisal in Hong Kong Self-Managing Schools.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Educational Change; *Educational Environment; Elementary Secondary Education; Factor Analysis; Foreign Countries; Government Role; *Instructional Leadership; Principals; Regression (Statistics); *School Based Management; Tables (Data); Teacher Attitudes; *Teacher Evaluation; *Teachers

and community matter. Community-based organizations are able to manage a complex program of this nature, although adequate funding is a necessity. (Contains 10 references.) (SLD)

ED 420 736 UD 032 404

Meichenbaum, Donald; Biemiller, Andrew
Nurturing Independent Learners: Helping Students Take Charge of Their Learning.
PUB DATE- 98
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability; Academic Achievement; Disadvantaged Youth; Diversity (Student); Educational Theories; *Individual Differences; *Learning Strategies; Skill Development; *Teaching Methods; Urban Schools; Urban Youth
IDENTIFIERS- *Expertise; Independent Behavior; Scaffolding

This book analyzes the nature of differences among students in terms of grade levels of academic abilities. How these differences have emerged, and what teachers can do to address such varied abilities in their classrooms are discussed. Chapter 1, "The Nature of the Educational Challenge," examines just how extensive these differences are in specific academic areas. Chapter 2, "Toward an Understanding of Individual Differences in the Classroom: An Expertise Perspective," and 3, "Application of the Expertise Model in the Classroom: The Characteristics of Budding Experts," consider what distinguishes those who thrive in school from those who fail. How such differences emerge is the focus of Chapter 4, "How Did the Gap between Those Who Thrive and Those Who Falter Get So Large". A model of instruction is presented in Chapter 5, "Toward a Three-Dimensional Theory of Mastery: A Tool for Nurturing Independent Learners." Chapter 6, "Creating Classroom Programs that Support Student Mastery: Learning Settings that Provide Appropriate Tasks and Roles for Students and Teachers," introduces pedagogical practices focused toward specific areas in subsequent chapters. Chapter 7, "Planning and Implementing Acquisition Settings," focuses on the acquisition of skills and strategies, and Chapter 8, "Creating Learning Settings with Student Consolidation Roles: Scaffolding Student Practice," considers how to consolidate these skills and strategies. In Chapter 9, "Planning and Implementing Consultation Settings," ways to increase self-direction through consultation are discussed. Chapter 10, "Creating Authentic Settings: Fostering Task Planning and the Application of Skills," describes ways to apply and transfer skills and strategies. Chapter 11, "Applying the Three-Dimensional Model of Mastery To Analyze Selected Educational Programs," examines a number of successful educational programs. Chapter 12, "Lessons from Expert Teachers: Putting It All Together," concludes the discussion with a consideration of expert teachers and their skills. (Contains 9 highlight boxes, 13 tables, 6 figures, and 335 references.) (SLD)

ED 420 737 UD 032 405

August, Diane, Ed.; Hakuta, Kenji, Ed.
Educating Language-Minority Children.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 98
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Classroom Environment; Curriculum Development; *Decision Making; Decision Making Skills; Developmental Tasks; Educational Change; Knowledge Base for Teaching; *Learning Readiness; Preschool Children; Preschool Curriculum; Preschool Education; *Preschool Teachers; *Teacher Effectiveness
IDENTIFIERS- *Developmentally Appropriate Programs

This study examined the decision-making processes of preschool teachers in creating developmentally appropriate practices. Five teachers of 4-year-old children in 3 private schools participated; these teachers' classrooms scored high on both the Early Childhood Environment Rating Scale and the Classroom Practices Inventory. A model of preschool teachers' decision making process was developed, consisting of three components: classroom situation, judgment, and the curriculum. Findings, including examples of teachers' thought processes, indicated that the quality of the curriculum is affected by teachers' making sense of the classroom situation, and their judgment of what is good for the children's education. Knowledge and experience are significantly related to what teachers think is good for children. The findings highlighted several issues pertaining to developmentally appropriate decision making, including: the use of knowledge about child development and learning, the notion of readiness, level of teacher involvement, source of knowledge of individual children, working with children with special needs, and insufficient knowledge about children's social and cultural contexts. Recommendations based on the study's findings include changes in teacher education and training programs. (JPB)

ED 420 401 PS 026 562

Williams, Deborah Bugg
Parent Involvement Gender Effects on Preadolescent Student Performance.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Extracurricular Activities; Fathers; Junior High Schools; Middle Schools; Mothers; Parent Influence; Parent Role; *Parent Student Relationship; Performance Factors; *Preadolescents; *Sex Differences; Sex Role
IDENTIFIERS- *Middle School Students; National Education Longitudinal Study 1988

This study investigated the effect of parent involvement on the academic achievement of middle school students and examined the role of parent and student gender in that relationship. The study also explored the effects of out-of-school activities on eighth-grade students' academic achievement. Data were derived from the National Educational Longitudinal Study of 1988 and analyzed using nine educational productivity factors to account

Learning Theories; Maturity (Individuals); Physical Development; Piagetian Theory; School Readiness; Teaching Methods
IDENTIFIERS- Piaget (Jean); Steiner (Rudolf); *Waldorf Educational Theory; *Waldorf Schools

This paper examines the educational philosophy underlying Waldorf Education, focusing on Rudolf Steiner's concept of "vital" or etheric energy and comparing Piaget's and Steiner's stages of cognition. The paper begins with a discussion of school readiness and the trend toward lowering the school entry age, and maintains that this trend is supported by a selective and sometimes erroneous interpretation of child development research. This part of the paper discusses the negative impact of forced-formal learning on children before they are ready, such as reducing learning potential and increasing attention deficit disorders. The second part of the paper focuses on indicators of school readiness and maintains that the lack of a coherent theory of human and cognitive development contributes to problems in identifying readiness. The third part compares Steiner's cognitive theory to Piaget's, suggesting the former has a biological scientific basis but also encompasses the relationship between body and mind. Steiner's concept of etheric energy is explained as providing a psychosomatic linkage between physical and intellectual development, and as an explanation and cause for sequential stages of cognitive development. In this part, it is argued that as a result of inappropriate curricula, activities, and assignments, children's energy forces are displaced and atrophy prematurely, causing damage to their development. The fourth part explores relationships between physical maturation and cognitive development and presents the rationale for the criterion for first grade admission in the Waldorf School as physical changes corresponding with onset of concrete operational thinking, specifically, second dentition or permanent teeth. The fifth part of the paper applies etheric forces to the educational process and explains Steiner's stages of intelligence or consciousness. Contains 71 referances. (KB)

ED 420 419 PS 026 588

Mackey, Wade C.
The American Father: Biocultural and Developmental Aspects. The Plenum Series in Adult Development and Aging.
PUB DATE- 96
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Biological Influences; Child Rearing; Cross Cultural Studies; Cultural Influences; *Fathers; *Parent Child Relationship; *Parent Role; Social Change; Social Influences; Social Theories; *Sociocultural Patterns
IDENTIFIERS- Historical Background

Many current social and political developments, such as no-fault divorce and voluntary single motherhood, have systematically eroded the father's role in American family life. In the face of these and other challenges to the traditional concept of fatherhood, an essential question is raised: Why would an American man still want to be a social (e.g., not just a biological) father? This book draws on empirical data from a generation-long cross-cultural study of over 59,000 adult-child groupings from 23 countries, along with biomedical information. The book asserts that there is an adult male-to-child bond that policy organizations, and project administration coordination. Scholars at the University of California at Santa Barbara conducted a content analysis of violence in TV series, daytime serials, movies, specials, children's shows, and music videos. The University of Texas at Austin researchers provided a similar analysis of violence in "reality" programs, including tabloid news, talk shows, police shows, and documentaries. Researchers at the University of Wisconsin, Madison analyzed the role of violence ratings and advisories used on television, including their effect on the viewing decisions of parents and children. The research team at University of North Carolina, Chapel Hill conducted studies of the effectiveness of anti-violence public service announcements and educational initiatives produced by the television industry. This volume presents the first-year research findings of the project. The volume is divided into parts which provide detailed explanation and discussion of the four universities' studies. Contains an index and approximately 287 references. (EV)

ED 420 436 PS 026 611

Seawell, Margaret, Ed.
National Television Violence Study. Volume 2.
PUB DATE- 98
NOTE- 424p.; For resume to Volume 1, see PS 026 610; for Volume 3, see PS 026 612.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; *Mass Media Effects; *Programming (Broadcast); *Television; Television Research; Television Surveys; Television Viewing; *Violence

The National Television Violence Study (NTVS) was a 3-year effort to assess the effects of violence on television, of particular interest to education professionals is the effects of television violence on children. Funded by the National Cable Television Association, the project began in June 1994 and involved the participation of media scholars at four university sites, an oversight council of representatives from national policy organizations, and project administration coordination. Scholars at the University of California, Santa Barbara conducted a content analysis of violence in series, daytime, movies, specials, children's shows, and music videos. The University of Texas at Austin researchers provided a similar analysis of violence in "reality" programs, including tabloid news, talk shows, police shows, and documentaries. The University of Wisconsin, Madison team analyzed the role of violence ratings and advisories used on television, including their effect on the viewing decisions of parents and children. The University of North Carolina, Chapel Hill researchers conducted studies of the effectiveness of anti-violence public service announcements and educational initiatives produced by the television industry. This volume presents the second-year research findings of the project. The report builds on earlier findings, develops new measures of assessing violence on television, and analyzes changes over time in the portrayal of violence. One of the most notable findings of this second report is the relative lack of change from the 1994-95 to 1995-96 sample years. The volume is divided into parts which provide detailed explanation and discussion of the four universities' studies. Contains an index and approximately 30 references. (EV)

ED 420 437 PS 026 612

disadvantages of nesting; (5) "Redefining the Family," exploring relationship roles and responsibilities; (6) "Communication," including assertive communication and listening, and problem solving; (7) "Choosing Not to Nest," exploring mutual emancipation, separation anxiety, and the college experience; and (8) The American Family: History Repeating Itself?" on the friendship between parents and adult children, and on dynamics of family that continue to change but also remain constant. Chapters 3 through 8 include quick tips for dealing with issues discussed. (Contains a 219-item bibliography.) (HTH)

ED 420 454 RC 021 417

An Invitation To Discuss Standards in Public Schools: A Preliminary Policy Statement of the Rural Challenge.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Community Control; *Educational Policy; Elementary Secondary Education; Equal Education; Government School Relationship; Politics of Education; Position Papers; *Public Schools; *Rural Education; *School Community Relationship; School District Autonomy; Small Schools
IDENTIFIERS- Community Based Education; *Reform Efforts; Sense of Community

Strong local communities are the best habitat for excellence in education, and education is the responsibility of the whole community. Setting high academic standards and achieving against those standards is an important educational objective, but the quest for higher standards can be exploited to serve other purposes. This statement sets out the Rural Challenge's general view of this important policy issue. The process of adopting standards can both strengthen content and increase public acceptance of those standards; the process should be participatory and inclusive. The Rural Challenge advocates three types of standards: content standards that establish what the community expects the child to accomplish; context standards that provide a pedagogy of place using the community and the native environment as curriculum; and learning condition standards that cover such things as the physical environment, access, and student rights. High standards can build intellectual character, but standards can be used to establish a state-determined correctness that undermines intellectual integrity. Another concern is the potential misuse of standards to shape legislative or judicial decisions affecting equity. The relationship between high standards and equity is important to rural communities because small schools have been closed in the name of raising standards and improving education when, in fact, the real objective was to lower costs. For all communities, but especially for rural communities, it is important that academic standards originate in the community, then children, schools, and communities can build on their shared strengths. (TD)

ED 420 455 RC 021 475

Learning from Rural Communities: Alaska to Alabama. Annenberg Rural Challenge Research & Evaluation Team Annual Report 1997.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English

career progression, and management support and development in small schools; (3) characteristics of Scottish small schools (enrollments, numbers of teachers, location, adequacy of facilities); (4) characteristics of headteachers (gender, age, qualifications, career histories, rural roots, management experience and training, future career plans); (5) implementation of the four major initiatives (extent of implementation, climate of change, headteachers' attitudes toward change, management activities overall and for each initiative, profile of "advanced" implementers); (6) elements of a small-school management style; (7) professional development and support for small schools and community support; and (8) recommendations for headteachers, Educational Authorities, and national bodies to support further development of managerial skills among headteachers in small schools. Contains 42 references. Appendixes include summary of legislation and guidelines affecting Scottish headteachers' management role (1980-96); summary of issues from previous research; methodology outline; and questionnaires and response summaries. (SV)

ED 420 471 RC 021 578

Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast, Technical Assistance Conference (Saratoga Springs, New York, November 17-18, 1997).
SPONS. AGENCY- New York State Rural Education Advisory Committee.
PUB DATE- 97
NOTE- 184p.; For selected individual papers, see RC 021 579-584.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Education; Disabilities; Distance Education; *Education Work Relationship; *Educational Strategies; Elementary Secondary Education; Entrepreneurship; Inservice Teacher Education; Internship Programs; *Partnerships in Education; Postsecondary Education; Program Development; *Rural Education; *School Business Relationship; Tech Prep; Technical Assistance
IDENTIFIERS- *United States (Northeast)

Funded through the 1994 School-to-Work (STW) Opportunities Act, state STW systems must serve all students but have tended to have an urban focus because private sector resources are more available in urban areas. Although effective, urban models that rely on large employers have been difficult to replicate in rural areas. In November 1997, state and local teams and individuals from nine northeastern states attended a conference to share ideas, strategies for success, and promising practices related to STW in rural schools. In this document, conference presentations and workshop summaries provide practical technical assistance for rural STW programs. Entries include: "Making Entrepreneurship Education Work: The REAL Enterprises Model" (Rick Larson, Lisa King, Mark McGee, Brendon Shea); "Small College Small Communities Industry: Share Our Strategies for Success" (Eugene McCluskey, Ray Chelewski, Timothy Crowley, David Lee); "Vermont Employer/Teacher Internship Program" (Robin Morton, Albert Zielenski); "Innovation and Imagination: Advancing the Virtual Classroom in Rural New England" (Yvonne Damborg, Kathy Flynn, Rick Nastri); "New York Wired: Connecting Schools" (Jeffrey Perlee); "School-to-Work Risk Management" (Greg Voorheis, Gregg Meyer, June Van Houten); "Building Business Awareness in Rural New York" (Jean Stevens, Robert Drake, Candace Huber, Betty Powers, Kris specific local standards. (SV)

ED 420 488 RC 021 595

American Indian Standards for Science Education.
PUB DATE- 98
NOTE- 12p.; Based on the 1995 National Science Education Standards published by the National Academy of Sciences; see ED 391 690.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; American Indian Culture; *American Indian Education; Culturally Relevant Education; Elementary Secondary Education; *National Standards; *Science Curriculum; *Science Education; Scientific Concepts; Scientific Literacy
IDENTIFIERS- Curriculum Standards; *National Science Education Standards

These American Indian standards for science education were developed in close alignment with the 1995 "National Science Education Standards," but tailored specifically for use in schools serving American Indian students. This document applies most of the science concepts of the U.S. national standards to American Indian life and issues, but there are significant differences between traditional American Indian beliefs and the empirical basis of Western science. Thus, making blanket alignments--"Indianizing" all of the national standards--to reflect Indian knowledge and ways of knowing, was not possible. These content standards are organized into three grade level groupings: K-4, 5-8, and 9-12. Within each grade level grouping, the standards indicate areas of knowledge that all Indian students should understand for seven broad topics: science as inquiry, physical science, life science, earth and space science, science and technology, science in personal and social perspectives, and history and nature of science. This document may also be used by American Indian nations to develop their own tribally specific local standards and as a tool to adapt state standards to be more culturally relevant to Indian communities. (SV)

ED 420 489 RC 021 596

American Indian Supplement for Standards on Tribal Language Learning.
PUB DATE- 98
NOTE- 19p.; To accompany the "1996 Standards for Foreign Language Learning: Preparing for the 21st Century" developed by the National Standards in Foreign Language Learning Education Project; see ED 394 279.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; American Indian Culture; *American Indian Education; *American Indian Languages; Elementary Secondary Education; *Heritage Education; Learning Activities; *Native Language Instruction; Second Language Instruction

This document was developed for use with American Indian students receiving tribal language instruction. The material is based on the content and format of the 1996 "Standards for Foreign Language Learning: Preparing for the 21st Century." The U.S.

type of activity during the fiscal years 1995-1996, and federal academic science and engineering support to the top 20 universities during Fiscal Year 1996. (DDR)

ED 420 505 SE 061 510

Rasekoala, Elizabeth
The Black Hole in Science Ranks.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Blacks; *Constructivism (Learning); *Cultural Influences; Elementary Secondary Education; Equal Education; Foreign Countries; Learning Theories; Numeracy; *Political Influences; Science and Society; *Science Education; *Scientific Literacy; Sex Differences
IDENTIFIERS- Great Britain

This paper reviews four decades of research on race and education in Great Britain and discusses the deficit theories of underachievement that serve as the structure of most of the studies. Focus is placed on black youth of Caribbean origin and how they perform in British schools. Consideration is also given to constructive frameworks from gender and political dimension research; quantitative aspects of the research; a summary of an interview study of parents, students, and teachers; curriculum access; parental involvement; role models and the cultural identity of black youth; career guidance; and multicultural education techniques. Contains 76 references. (DDR)

ED 420 506 SE 061 518

Harris, Julia L., Ed.
Ohio SchoolNet Software Review Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Software Evaluation; *Educational Resources; *Educational Technology; Elementary Secondary Education; *Language Arts; Mathematics Education; Science Education; *Social Studies
IDENTIFIERS- *Ohio SchoolNet

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services that enable them to quickly locate educational resources. This document is one in a series of print catalogs designed to give educators information about curriculum resources available for teaching math and science in K-12 classrooms. This document presents a selection of the Clearinghouse collection focused on a topic of particular interest to math and science teachers. This issue provides information on the Ohio SchoolNet Software Review Project, where selections of software for science, mathematics, language

Aud, Joel; Gintz, Chris
Math Test Generator. Volume 2: Special Skills CD-ROM .
PUB DATE- 98
NOTE- 0p.; For Volume 1, see SE 061 570.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Computer Software; Elementary Secondary Education; Fractions; Graphs; Instructional Materials; *Mathematical Formulas; *Mathematics Education; *Number Concepts; *Tests; *Worksheets

This computer software program helps to make classroom worksheets, take home assignments, and school mathematics tests easy to design and manufacture. The accompanying printed teaching guide provides technical information for setting up and using the program, along with sample worksheets and instructions on how to create them using the software. Volume 2 contains instructions on how to create tests on fractions, decimals, percentage, powers/square roots, place value, formulas, symbols, sequences, sets, bases, and graphs. (ASK)

ED 420 530 SE 061 572

Highsmith, Joni Bitman
Car Builder: Design, Construct and Test Your Own Cars. School Version with Lesson Plans. CD-ROM .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Software; *Design; Educational Technology; Elementary Secondary Education; *Lesson Plans; Mathematics Activities; Mathematics Education; Mathematics Instruction; *Simulation; Thinking Skills
IDENTIFIERS- *Automobiles

Car Builder is a scientific CD-ROM-based simulation program that lets students design, construct, modify, test, and compare their own cars. Students can design sedans, four-wheel-drive vehicles, vans, sport cars, and hot rods. They may select for aerodynamics, power, and racing ability, or economic and fuel efficiency. It is a program that teaches the value of change and modification in a design environment. The accompanying printed lesson plans introduce computer-aided design and encourage discussion and comparison. (ASK)

ED 420 531 SE 061 573

Highsmith, Joni Bitman
Stickybear's Math Town. School Version with Lesson Plans (Ages 5-10). CD-ROM .
PUB DATE- 95
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

prepare a successful classroom presentation. There are three sections in the guide. Section 1, "Going to the Classroom," explains how to get invited into schools, offers tips on working with students, and provides two sample classroom presentations, one for elementary-junior high students and one for high school-junior high students. Section 2, "Getting More Involved," contains ideas and information for local unions that can devote more time and resources to a "Labor in the Schools" program with specific suggestions for essay contests, book donations, and additional exercises. Section 3, "Resources," lists books, pamphlets, curriculum guides, periodicals, song books, films and slide shows that may be helpful in getting involved in a "Labor in the Schools" program. (EH)

ED 420 555 SO 028 378

Partnerships in Education: Home, School and Community Links in the Asia-Pacific Region, Report of a Regional Seminar June 17-28, 1996.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developed Nations; *Developing Nations; Elementary Secondary Education; Family Environment; *Family School Relationship; Foreign Countries; *Partnerships in Education; *School Community Relationship
IDENTIFIERS- *Asia Pacific Region

This report comes from a regional seminar on Improving the Links between School, Home and Community in the Asia-Pacific Region in June 1996. Twenty-four participants from Australia, China, Indonesia, Japan, Malaysia, New Zealand, Philippines, Republic of Korea, and Thailand took part in the meeting. Country reports comprised the first two days of the seminar with plenary and group sessions included to discuss common problems, issues, and trends. Current initiatives in linking the home, school, and community were presented by country representatives with an agenda set for increasing those links. Chapters include: (1) "Introduction"; (2) "Synthesis of Country Experiences"; (3) "Possible Strategies for Improving Links between Home, School, and Community"; and (4) "Conclusion and Recommendations." Appendix 1 provides a list of participants; appendix 2 contains a list of group members; and appendix 3 has the finalized country reports. (EH)

ED 420 556 SO 028 382

Sweetman, Caroline, Ed.
Women and Culture.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Comparative Education; *Culture; Developing Nations; *Females; *Feminism; Foreign Countries; Global Education; Multicultural Education; Sex Discrimination; Sex Fairness; Womens Education; *Womens Studies

which we live. The pamphlet is intended to help children expand their awareness of the world around them. The article explains why it is important to learn geography, relates how a parent or caregiver can help in the process of improving geographical literacy, relates maps and globes to current events, and suggests ways to make geography a family activity by linking it to the local community and to pen pals, and advocating an active interest in geography instruction in the schools. (EH)

ED 420 577 SO 028 728

The Complex Issues Facing Your Community and Business Require Geographic Knowledge.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Business; Community; Elementary Secondary Education; *Family (Sociological Unit); *Geographic Concepts; *Geography Instruction; Global Education; Social Studies
IDENTIFIERS- *Geographic Literacy

This pamphlet explains the importance of understanding global processes that tie the United States to international networks of supply and demand. Geographic knowledge is essential for informed decision-making on planning for the future. On the local level, planning decisions affect businesses as well as individual citizens. The pamphlet begins by discussing the state of geographic illiteracy among U.S. students and explains what geography is and how effective geography education can improve the community. It also suggests how the individual can help to insure quality geography education in community schools. (EH)

ED 420 578 SO 028 797

Lhowe, Mary, Ed.
Russia's Uncertain Transition: Challenges for U.S. Policy. Revised. Choices for the 21st Century.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developing Nations; Diplomatic History; Foreign Countries; *Foreign Policy; Global Approach; Instructional Materials; *International Relations; National Security; Peace; Political Science; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- *Russia

This unit is part of a continuing series on current foreign policy issues. The first section asks students to join the debate on U.S. policy toward Russia and its neighbors in the former Soviet Union (FSU). Background readings provide information to help students address policy issues and include: (1) "Two Centuries of U.S.-Russian Relations"; (2) "Keeping Up with a Changing Russia"; and (3) "Challenges Facing the United States." Once students have discussed background issues they

ED 420 600 SO 028 830

DeMolli, Rebecca M.
Improving High School Students' Critical Thinking Skills.
PUB DATE- 97
NOTE- 99p.; M.A. Action Research Project, Saint Xavier University IL.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Critical Thinking; *Decision Making; *Educational Improvement; Grade 11; *High School Students; High Schools; Learning Processes; Learning Strategies; *Metacognition; Student Attitudes; Teacher Attitudes

This study addresses the inability of eleventh-grade students to critically analyze and evaluate literature used in the classroom. The study was conducted in a medium-sized rural community in northern Illinois. Sixteen teachers and 24 students participated in the study. Surveys, analysis of standardized test scores, past performance in English classes, and evaluation of writing samples were all used to document students' inabilities to critically analyze and evaluate literature. The intervention strategies included the use of graphic organizers, learning logs, and cooperative groups to focus on metacognition and thinking in relation to literature units. Post intervention data indicated that student logs, written essays, and units tests, along with small and large group discussions, are effective ways to increase students' abilities to use critical thinking skills. (EH)

ED 420 601 SO 028 831

Ortiz, Flora Ida
Japanese Students: What American Teachers Encounter.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Studies; Cross Cultural Studies; Cultural Differences; *Cultural Influences; Elementary Secondary Education; Foreign Countries; *Group Behavior; *Group Dynamics; *Japanese Culture; Social Differences; *Stereotypes; *Teacher Attitudes
IDENTIFIERS- *Japan

This paper explores the presence of "groupism" in Japan; that is, the phenomenon that youth in Japan are seen in groups and very seldom alone. The text focuses on "groupism" and what that means for schooling practices in both Japan and the United States. Cultural comparisons between the two countries examine the typical classrooms, social control of the group, and cultural beliefs that stress the stability of the group as contrasted to the development of individuality of students. (EH)

ED 420 602 SO 028 832

Graves, Ginny
Model Programs in the Arts. Case Studies which Demonstrate Unique Approaches to Increasing Arts Activities in the Schools.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC.

included the topics in their classes and the extent to which they thought the topics should be included somewhere in preservice education. Participants were 247 full-time teacher educators in 29 preservice teacher education institutions. Data analysis indicated that there were low levels of student teacher knowledge about gender-equitable classroom practices, low levels of faculty instruction about gender, and high levels of faculty advocacy on gender as an appropriate topic for instruction in teacher education. (Contains 10 tables and 69 references.) (SM)

ED 420 625 SP 037 984

Towers, Jo
Close Encounters of the Complex Kind: Using Videotape in Teacher Education.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Classroom Techniques; Elementary Secondary Education; Faculty Development; Foreign Countries; High Schools; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Teaching Methods; *Videotape Recordings

This paper summarizes one teacher educator's experiences using videotaped episodes from her own high school teaching days to generate discussion about the teaching and learning of mathematics. The paper argues for increased use in teacher education of videotaped episodes that focus on the students rather than the teacher. It also explores the value of having the teacher whose classroom is featured on the tapes present for the discussion of the episodes. Data for the paper are drawn from the teacher educator's experiences with preservice teachers in mathematics methods classes at the University of British Columbia. Data also come from the teacher educator's experiences in workshops with practicing teachers from surrounding school districts. The data suggest that video extracts have the power to draw viewers close to the complexities of teaching and learning in classrooms while releasing them from the concern of having to attend to all that is happening in the classroom. (Contains 25 references.) (SM)

ED 420 626 SP 037 985

Kuntz, Susan; Hessler, Arthur
Bridging the Gap between Theory and Practice: Fostering Active Learning through the Case Method.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Association of American Colleges and Universities (AAC&U) (84th, Washington, DC, January 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Elementary Secondary Education; Higher Education; *Inquiry; Preservice Teacher Education; Science Education; Scientific Methodology;

Herman, William E.
Student Perceptions of Academic Performance Vary across Subgroups of College Students.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Society (10th, Washington, DC, May 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Academic Achievement; *College Students; *High Achievement; Higher Education; *Low Achievement; Preservice Teacher Education; *Student Attitudes
IDENTIFIERS- *Effort

This study explored how college students, enrolled in an educational psychology course, perceived effort, ability, and success/failure outcomes. Students completed a set of open-ended questions that explored their thoughts about effort, ability, and success/failure. The initial classroom examination, taken during the third week of the semester, served as the criterion variable. Researchers analyzed the open-ended questions based on word count, content analysis, and four developmental levels of using effort and ability to explain outcomes. Results highlighted several common words describing academic effort, including time, putting forth, energy, trying, doing, working, attempting, hard work, using, trying harder, action, and exerting. In searching for possible distinctive perceptions held by high and low exam performers, results found differences in three areas of perceptions: time, measurability, and goal/task. Both groups used the word time, though all high performers combined it with work or energy while conceptualizing effort. Low performers using the word time used more vague connections of time with thought and understanding. High performers were more likely to see effort as a measurable event, included a reference to goal or task when describing effort, and were more likely to recognize the complex relationship between ability and effort and perceive ability as a capacity for achievement. Low performers were more likely to not mention ability. High performers used more words to discuss these issues. (SM)

ED 420 645 SP 038 005

Simanu-Klutz, Luafata
Integrated Curriculum: A Reflection of Life. PREL Briefing Paper.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; Fused Curriculum; *Integrated Curriculum; Interdisciplinary Approach; Pacific Americans; Pacific Islanders; *Relevance (Education); Teacher Collaboration; Thematic Approach
IDENTIFIERS- Pacific Islands

This briefing paper discusses integrated curriculum, an approach to curriculum that educators believe will help students draw upon their school learning when facing everyday challenges. Integrated curriculum refers to the fusion of knowledge from different disciplines; the approach to learning and teaching from a variety of world views, strategies, and resources; and

Stedman); (2) "Staff Development Policy: Fuzzy Choices in an Imperfect Market" (Robert T. Stout); (3) "Making Molehills out of Molehills: Reply to Lawrence Stedman's Review of 'The Manufactured Crisis'" (David C. Berliner and Bruce J. Biddle); (4) "Standard Errors in Educational Assessment: A Policy Analysis Perspective" (Greg Camilli); (5) "Opening up Jewish Education to Inspection: The Impact of the OFSTED Inspection System in England" (Judy Keiner); (6) "The 1976 Illini: Sweet Memories of Alma Mater" (Diya Dutt); (7) "Respecting the Evidence: The Achievement Crisis Remains Real" (Lawrence C. Stedman); (8) "Developmentalism: An Obscure but Pervasive Restriction on Educational Improvement" (J. E. Stone); (9) "Markets versus Monopolies in Education: The Historical Evidence" (Andrew Coulson); (10) "Being Popular about National Standards: A Review of 'National Standards in American Education: A Citizen's Guide'" (Michael W. Apple); (11) "National Education 'Goals 2000': Some Disastrous Unintended Consequences" (Robert H. Seidman); (12) "Public School Reform: Potential Lessons from the Truly Departed" (J. Dan Marshall and James P. Valle); (13) "Implementing AIDS Education: Policies and Practices" (Grace C. Huerta); (14) "Actual Schools, Possible Practices: New Directions in Professional Development" (Rebecca Novick); (15) "A Review of Dorn's 'Creating the Dropout'" (Aimee Howeley); (16) "A Review of 'Computers as Tutors: Solving the Crisis in Education'" (Greg Sherman); (17) "What Does the Psychometrician's Classroom Look Like? Reframing Assessment Concepts in the Context of Learning" (Catherine S. Taylor and Susan Bobbitt Nolen); (18) "Inclusive Education in the United States: Beliefs and Practices among Middle School Principals and Teachers" (C. Kenneth Tanner, Deborah Jan Vaughn Linscott, and Susan Allan Galis); and (19) "'The Bell Curve': Corrected for Skew" (Haggai Kupermintz). (SLD)

ED 420 664 TM 028 338

Gerald, Debra E., Ed.
The Federal Forecasters Conference-1997. Papers and Proceedings (9th, Washington, D.C., September 11, 1997).
PUB DATE- 98
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; Evaluation Methods; *Expenditures; *Federal Government; *Futures (of Society); Job Skills; *Prediction; *Public Agencies; Shared Resources and Services; Tables (Data); *Trend Analysis

The Ninth Federal Forecasters Conference provided a forum in which forecasters from different federal agencies and other organizations could meet to discuss various aspects of forecasting in the United States. The theme was "Forecasting in an Era of Diminishing Resources." The conference was attended by 150 forecasters. A keynote address by Katharine G. Abraham, Commissioner of Labor Statistics, and a panel discussion set the stage for 2 concurrent sessions in the afternoon at which 26 papers were presented. These papers, or in a few cases an abstract, are included in this volume grouped into topics of: (1) "The Economic Outlook"; (2) "Industry Modeling at the Bureau of Labor Statistics"; (3) "Global Forecasting and Foresight"; (4) "Community Policy Models"; (5) "Topics in Forecasting"; (6) "Forecasting Crop Prices under New Farm Legislation"; (7) "Forecast Evaluation"; (8) "Early Warning and used and weighting procedures for the different grade levels are outlined. Combining and weighting of multiple measures produced results for all 21 schools in the district. Results were disaggregated and reported by language fluency, ethnicity, gender, and program services. Results show that schools in need of improvement are consistently low on multiple measures. Setting core values first made it possible to maintain the integrity of the decisions made about the data in the multiple measures process. Three appendixes contain sample essay rubrics, grade level standard for the second grade reading assessment, sample pages from school standards reports, and multiple measures for the 1997-98 school year. (Contains 10 figures and 2 tables.) (SLD)

ED 420 682 TM 028 357

Coleman, Donald G.; Areglado, Ron; Adams, R. C.
Establishing Construct Validity and Reliability for the NAESP Professional Development Inventory: Simplifying Assessment Center Techniques.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assessment Centers (Personnel); *Construct Validity; Elementary Education; Evaluation Methods; Factor Analysis; Instructional Leadership; Job Skills; *Principals; *Professional Development; *Reliability; Simulation
IDENTIFIERS- *National Association Elementary School Principals

This report documents the construct validity and reliability of the Professional Development Inventory (PDI), an assessment center sponsored by the National Association of Elementary School Principals (NAESP). The assessment center provides a means for assessing participants in situations simulating those confronted by principals on the job. The NAESP has developed a new version of the assessment center, which focuses on 13 skills for principals. The time for assessing candidates has been dropped from 2 days to 1 day of simulated activity, and the time for assessing each candidate has been dropped from 20 hours to 8. Factor analyses of the 104 descriptors using data collected from assessment centers were analyzed several ways to verify that no unusual factor patterns or difficulties were found with field-based data. The study was constrained because only 113 data sets were available, when more than 312 would be required for complete analysis. However, the number of data sets was sufficient to divide the data into three different data sets based on different simulations the participants completed. Thirteen individual factor analyses across 3 different simulations found, with 1 exception within the 39 analyses, unidimensional factors. The six Management and seven Leadership constructs retained their construct integrity regardless of the way the factor analyses were structured, but some of the items forming more than one construct tended to load more heavily on a single factor because multiple skills were assessed within a given simulation. Data suggest that assessors tended to score all skills alike if the skills were assessed within the same simulation. Constructs retained their individuality if they were assessed independently. Results of this study verify with field data a constructually sound evaluation instrument. High reliability was found, based on competency testing in at least one grade. In general, and particularly for graduation requirements, the certification of minimum competency is the objective, as fears that the minimum levels defined would become the accepted standards for all students have been discredited. A number of standard setting methods exist to determine standards for minimum competency. Numerous test-centered continuum models have been proposed for competency testing programs, and the most common of these are reviewed. Two examinee-centered continuum models are also described. Several authors have compared standard setting methods, as it is apparent that the standard setting procedures used to arrive at justifiable standards for competency tests vary in method and results. Careful consideration should be given to the choice of any single standard setting method, and the wisest course of action may be to use several procedures to attempt to reach convergence at an appropriate cut score. (Contains 20 references.) (SLD)

ED 420 701   TM 028 376

Elmore, Patricia B.; Woehlke, Paula L.
Twenty Years of Research Methods Employed in "American Educational Research Journal," "Educational Researcher," and "Review of Educational Research."
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Literature Reviews; *Qualitative Research; *Research Methodology; *Scholarly Journals; *Statistical Analysis; Tables (Data)
IDENTIFIERS- *American Educational Research Journal; *Review of Educational Research

Research methods used in articles published in the "American Educational Research Journal" (AERJ), "Educational Researcher" (ER), and the "Review of Educational Research" (RER) were studied for the years 1978 to 1997. Articles were read to identify and categorize the research methods and statistical techniques used in each. A breakdown is provided for each of the journals, with a further division into decades that reflects the increasing use of computer assisted methodology. Results for the AERJ and the three journals combined are consistent with previous research by L. Goodwin and W. Goodwin (1985) in which methods in rank order, are: (1) analysis of variance/analysis of covariance; (2) multiple regression; (3) bivariate correlation; (4) descriptive; (5) multivariate; (6) nonparametric; and (7) t-test. The only major difference with the Goodwin study is the increase in the use of qualitative methods in AERJ over the last 10 years. Meta analysis was the most frequent technique in RER, as is consistent with the journal's editorial policy. The frequency of the use of visual presentation of data suggests the addition of a category for graphic methods. (Contains 5 tables, 7 figures, and 19 references.) (SLD)

ED 420 702   TM 028 377

Janesick, Valerie J.
Journal Writing as a Qualitative Research Technique: History, Issues, and Reflections.

IDENTIFIERS- *Hong Kong

In Hong Kong there has been a move toward greater self-management in schools. The government has supported the School Management Initiatives scheme and has stated that the management system calls for teacher appraisal as one of its internal quality assurance mechanisms. This study examined the relationship between dimensions of school climate and the effectiveness of appraisal as perceived by teachers. Data were collected through a questionnaire completed by 337 teachers who had recently experienced teacher appraisal. Their responses were analyzed by principal components analysis. The internal reliability of the outcomes of appraisal and the subscales of the instrument used to assess organizational climate was assessed, and correlation and multiple regression analyses were used to establish the relationships between the outcomes of appraisal and dimensions of school climate. Results support the importance of an open school climate in which principals are supportive and not directive, and teachers are engaged and not frustrated in determining the effectiveness of appraisal. The study also found that principals' behaviors were the most important predictors for the effectiveness of appraisal in that they set an atmosphere that fosters teachers' professional growth. (Contains 6 tables and 43 references.) (SLD)

ED 420 720 TM 028 442

Mo, Kim Wan
A Study of the Effectiveness of Teacher Appraisal in Hong Kong Self-Managing Schools.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Educational Change; *Educational Environment; Elementary Secondary Education; Factor Analysis; Foreign Countries; Government Role; *Instructional Leadership; Principals; Regression (Statistics); *School Based Management; Tables (Data); Teacher Attitudes; *Teacher Evaluation; *Teachers
IDENTIFIERS- *Hong Kong

Formal teacher appraisal was introduced to schools participating in Hong Kong's School Management Initiative (SMI) without prior evaluation of its effectiveness. This study examines the current practice of appraisal and provides guidelines for schools wishing to introduce teacher appraisal. Teachers from SMI schools (n=337) completed questionnaires about teacher appraisal. They responded to statements about the outcomes of their most recent appraisals and questions about aspects of the appraisal system. These teachers had a mean age of 35.07 years and a mean of 11.13 years of teaching experience. Results indicate that the outcomes of appraisal can be grouped as formative and summative. The effectiveness of the appraisal, as measured by teachers' perceptions of the formative outcomes, was predicted by teachers' formative attitudes toward appraisal, the appraisal procedures, and feedback. Teachers are more likely to benefit from appraisal if they perceive that it is helping them grow professionally, that the appraisal procedures are formative, and that the feedback provide is useful. (Contains 5 tables and 54 references.) (SLD)

ED 420 721 TM 028 443

PUB DATE- 98
NOTE- 128p.; For related document, see UD 031 726.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agenda Setting; *Bilingual Education; Cultural Differences; Educational Practices; Educational Research; Elementary Secondary Education; *Language Minorities; *Limited English Speaking; Peer Relationship; Program Evaluation; *Research Needs; Second Language Instruction; *Second Language Learning; Social Influences

This report summarizes portions of a much longer report entitled "Improving Society for Language-Minority Children: A Research Agenda," published in 1997. Eleven experts reviewed and discussed existing research relevant to the education of English-language learners and bilingual students and made recommendations for future research. Following an introduction that describes the situation of students of limited English proficiency, the remainder of the report is structured around the traditional distinction between basic and applied research and specific areas of concern for educational practitioners and policy makers. Chapters 2 through 4 summarize research findings on bilingualism, second-language acquisition, literacy, content area learning, the social context of school learning, and intergroup relations. The next three chapters summarize findings of more applied research in: (1) student assessment (Chapter 5); (2) program evaluation (Chapter 6); and (3) school and classroom effectiveness (Chapter 7). Each chapter begins with a summary of key findings and ends with a section on educational and research implications. The report shows that considerable knowledge has already accrued, and that there are many ways of strengthening and building on this knowledge. (Contains 272 references.) (SLD)

for multiple influences on increased learning. The results suggest that a number of factors drawn from the educational productivity model significantly affected student achievement, including student gender, parental contact, parental expectations, out-of-school instruction, and parental satisfaction. Findings also indicated that fathers and mothers contribute significantly different factors to male and female students' academic performance, but that parental involvement--by fathers and mothers--is indeed important for student success. Contains 42 references. (JPB)

ED 420 402 PS 026 563

Phillips, Marian B.; Judge, Sharon
Maternal Factors That Impact Interventions with Hard-to-Manage Preschool Children.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Behavior Problems; Child Rearing; Compliance (Psychology); Discipline; Hyperactivity; Intervention; *Mothers; *Parent Attitudes; Parent Background; Parent Child Relationship; *Preschool Children; Preschool Education; Qualitative Research; Stress Management
IDENTIFIERS- *Behavior Management; Symbolic Interactionism

This qualitative study used a symbolic interactionist framework to examine the perceptions and attitudes of mothers living with preschool children who are considered hard-to-manage because of problematic behavior such as aggression, noncompliance, and hyperactivity. Participating in the study were six mothers whose children were enrolled in Head Start, had documented problematic behavior for at least 4 months, and were currently engaging in highly disruptive behavior. Data collection included interviews, home observations, and videotaped segments of mother and child during routine activities. The time involvement with each participant ranged from 11 to 13 hours. The results suggested that mothers of hard-to-manage children progressed through three phases: (1) mothers' feelings of being imprisoned by their child's misbehavior, including loss of freedom, loss of control, involvement in intervention, feelings of isolation, development of coping strategies, and hypervigilance; (2) mothers' struggles with their identity as parents, often resulting in a perception of herself as a "bad parent"; and (3) mothers' seeking understanding of the misbehavior and searching for ways to resolve the conflict felt in their identity as parents. Based on the findings, it was recommended that approaches to treatment should: (1) focus on family strengths; (2) build and maintain supportive relationships; (3) provide a holistic approach to service delivery; (4) establish support groups run by mothers of hard-to-manage children; (5) establish a system of telephone partners; and (6) develop special interest groups among the mothers. (Author/KB)

ED 420 403 PS 026 564

Brown, Kelly; Shaw, Geraldine
Juvenile Depression and Aggression: Is There a Linkage.
PUB DATE- 97

is independent of the man-to-woman bond and the adult female-to-child bond--fathering is an inherent facet of the male's developmental track; and while the "bio" part of the biocultural phenomenon of fathering creates themes of behavioral tendencies, the "cultural" part creates variations around those themes. The book is arranged according to the following topics: (1) the new phenomenon of American children being systematically separated from their fathers (chapter 1); (2) why American men would want to become a social father rather than just a biological father (chapter 2); (3) how fathering behaviors are generated and how they may be studied (chapters 3-5); (4) public images of the American father until the 1970s (chapter 6) and from the 1970s to the 1990s (chapter 7); (5) American fathers in the current and turbulent U.S. megatribe (chapters 8, 10); (6) American fathers compared to other non-American fathers (chapter 9); (7) American fathers in the context of American mothers (chapter 11); and (8) what might be expected of American fathers in the near and not-so-near future (chapters 12-14). Contains an index and approximately 525 references. (EV)

ED 420 420 PS 026 591

Berman, Sally
Project Learning for the Multiple Intelligences Classroom. K-College.
PUB DATE- 97
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biographies; Class Activities; *Cooperative Learning; Elementary Secondary Education; *Experiential Learning; Health Education; Internet; Language Arts; Learning Activities; *Multiple Intelligences; Science Activities; Science Instruction; Social Studies; Student Evaluation; Teaching Methods; Teamwork; Technology
IDENTIFIERS- *Project Approach (Katz and Chard); Team Learning

Based on the assumption that project learning is an effective way of actively engaging students, this guidebook contains nine projects at basic, intermediate, and advanced levels which may be adapted for use with students in classrooms fostering multiple intelligences at any grade level. The guidebook's introduction distinguishes between different types of projects--structured, topic-related, genre-related, template, and open-ended--and describes the development of a project in three levels: (1) gathering activities; (2) processing activities; and (3) applying ideas. The remainder of the guidebook is devoted to project descriptions. Each project is organized as an individual chapter and includes learning logs, an evaluation rubric, and suggestions for Internet research. Basic level projects include a social studies project focusing on a particular state; a science project involving building a bird feeder; and a language arts project in which students interview senior citizens to write a biography. Intermediate level projects are a health/language arts project regarding human anatomy; a science project in which teams design an irrigation device; and a visual/language arts project in which students create a field guide for manufactured objects. The advanced projects are a nutrition/social studies project involving a role-play focusing on diet and nutrition and their effect on

Seawell, Margaret, Ed.
National Television Violence Study. Volume 3.
PUB DATE- 98
NOTE- 368p.; For resumes to Volumes 1 and 2, see PS 026 610 and PS 026 611.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; *Mass Media Effects; *Programming (Broadcast); *Television; Television Research; Television Surveys; Television Viewing; *Violence
IDENTIFIERS- Rating Methods

The National Television Violence Study (NTVS) was a 3-year effort to assess the effects of violence on television, of particular interest to education professionals is the effects of television violence on children. Funded by the National Cable Television Association, the project began in June 1994 and involved the participation of media scholars at four university sites, an oversight Council of representatives from national policy organizations, and project administration coordination. Scholars at the University of California, Santa Barbara conducted a content analysis of violence in series, daytime, movies, specials, children's shows, and music videos. The University of Texas at Austin researchers provided a similar analysis of violence in "reality" programs, including tabloid news, talk shows, police shows, and documentaries. Researchers at the University of Wisconsin, Madison analyzed the role of violence ratings and advisories used on television, including their effect on the viewing decisions of parents and children. The University of North Carolina, Chapel Hill research team conducted studies of the effectiveness of anti-violence public service announcements and educational initiatives produced by the television industry. This volume presents the third and final year of research findings of the project. Results from the NTVS show that, across all genres and channels of television, violence contributes to the learning of aggression. Further, despite all the public attention given to the issue, there has been no change in the way TV portrays violence during the 3 years of the study. The volume is divided into parts which provide detailed explanation and discussion of the four universities' studies. Contains an index and approximately 40 references. (EV)

ED 420 438 PS 026 613

Rivera, Martha
Creating a Science Area in a Preschool Classroom.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Design; Classroom Environment; Hands On Science; Instructional Materials; Learning Activities; *Learning Centers (Classroom); Preschool Children; *Preschool Education; Science Activities; Science Curriculum; *Science Instruction; Teacher Role; Teacher Student Relationship

Preschool children need direct involvement with science content hands-on experiences that involve them in gathering, organizing, analyzing, and evaluating. This paper describes how to create a science area in a preschool classroom. The paper

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; *Community Involvement; Educational Change; Educational Practices; Educational Principles; Elementary Secondary Education; Public Education; *Rural Education; Rural Schools; School Activities; *School Community Programs; *School Community Relationship
IDENTIFIERS- *Annenberg Rural Challenge; *Community Based Education; Sense of Place

The Annenberg Rural Challenge seeks to create an effective and sustainable rural school movement that actively involves families, communities, and educators in supporting good rural schools in reciprocal relationships with their communities and local environments. Twenty-six projects, involving hundreds of schools and communities, have been funded. This report focuses on observed "community-school exchange" at Rural Challenge sites while providing insight into the underlying goal of community-school integration through a "pedagogy of place." The following conclusions are drawn: schools most often initiate the exchange; there are mutually beneficial interactions between community and schools; younger and older people become collective resources to local communities; negative (school-community) histories create challenges to exchange; learning to interact is an educational process; diversity can be an asset; competing cultural views need greater recognition; and standards and tests need careful consideration. Appendixes include the views of the Annenberg Rural Challenge leadership; an evaluator's thoughts and observations on the Rural Challenge; background and context of the research and evaluation project; defining community and school exchange; and survey responses from students, teachers, and parents at seven evaluation sites. (SAS)

ED 420 456 RC 021 497

Bopp, Judie; Bopp, Michael
At the Time of Disclosure: A Manual for Front-Line Community Workers Dealing with Sexual Abuse Disclosures in Aboriginal Communities. Aboriginal Peoples Collection, Technical Series = A l'etape de la divulgation: guide pour les travailleurs communautaires de premiere ligne a qui des actes de violence sexuelle sont divulgues dans les collectivites Autochtones. Collection sur les Autochtones, serie technique.
PUB DATE- 97
NOTE- 138p.; For related document, see ED 418 824.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Culture; *Canada Natives; *Child Abuse; Community Action; Community Attitudes; *Community Involvement; Community Problems; Cultural Relevance; Foreign Countries; Incest; *Intervention; Justice; Rehabilitation; *Self Disclosure (Individuals); Well Being
IDENTIFIERS- Canada; Cultural Values; *Healing; Mandatory Reporting of Abuse

This manual was developed to assist front-line community workers (including teachers) with issues concerning the disclosure and investigation of sexual abuse allegations in Canadian

Reuland); "School-to-Work Transition: Developing Collaborative Partnerships for the Inclusion of Students with Disabilities at the State, County and Local Level" (Lucy Ely-Pagan, Bob Haugh, John Grover, Nancy Lauria, Kerry McKenna); "School-to-Career Project-Based Learning: A Teacher Friendly Workshop" (Ronald Millican); and "Connecting Learning and Work: Roles and Leadership for Higher Education" (Danial Via, Ivan Charner, Judy Nelson, Lee Williams, Jan Wilson). This proceedings also includes profiles of speakers and presenters; an extensive glossary of school-to-work terms developed by the National School-to-Work Office, a joint initiative of the Departments of Education and Labor; and summaries of "open space proceedings" (small group discussions). (SV)

ED 420 472 RC 021 579

Larson, Rick; King, Lisa; McGee, Mark; Shea, Brendon
Making Entrepreneurship Education Work: The REAL Enterprises Model.
PUB DATE- 97
NOTE- 9p.; In: Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast Technical Assistance Conference (Saratoga Springs, NY, November 17-18, 1997); see RC 021 578.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; Education Work Relationship; Elementary Secondary Education; *Entrepreneurship; Experiential Learning; *Job Development; Postsecondary Education; Program Development; *Rural Education; *School Community Relationship; Small Businesses; Student Projects
IDENTIFIERS- *REAL Enterprises

This paper discusses the REAL (Rural Entrepreneurship through Action Learning) model as a necessary component of rural school-to-work (STW) programs. In rural areas where opportunities for traditional STW approaches (such as apprenticeships) are limited, entrepreneurial education teaches students to be job creators, not just job applicants. This approach also prepares students for a changing workplace, where problem-solving and decision-making abilities are as important as technical skills. Founded in the early 1980s, REAL now operates in over 200 institutions in 30 states. REAL entrepreneurship is an experiential course of study taught for credit in high schools (usually grades 11-12) and community colleges, and to the general public through community organizations. REAL students explore the realities and rewards of small business ownership by assessing their personal abilities and goals, analyzing the community, identifying business ideas that meet local needs, writing plans for a chosen venture, and opening their own enterprises. Enterprises begun by students "graduate" into the community with the students who created them. At the elementary and middle school levels, REAL programs foster career awareness and student involvement in the community. Development of a REAL program requires a three-way partnership between a school, the community, and REAL Enterprises organizations. Local STW funds may be used for certain costs. This paper includes initial steps to establish a REAL program, costs, possible funding sources, benefits, and contact information for national and state REAL organizations. (SV)

ED 420 473 RC 021 580

national standards recognize that language and culture go hand in hand and are organized around five interconnected goals: communication, cultures, connections, comparisons, and communities. Under each goal are "content standards" and "sample progress indicators." The national standards document also contains sample "learning scenarios" that describe classroom activities illustrative of standards-oriented instruction. This document augments the national standards by providing a set of American Indian-specific learning scenarios. Each scenario is followed by an interdisciplinary "reflection" section that references student learning or communication strategies, critical thinking skills, cultural insights, and other curricular elements related to specific national standards. Elementary-level scenarios relate to Seminole art, Salish foods, Lakota language and culture camps, and a Cherokee tribal timeline. Middle school scenarios cover Nez Perce place names, Salish foods, Passamaquoddy community service, traditional Northwest Coast stories, and a Cherokee tribal timeline. High school scenarios relate to Shawnee oratory, Passamaquoddy community service, Navajo radio broadcasts, Menominee language and technology, and Tohono O'odham oral history. An outline of the national standards is included. (SV)

ED 420 490 SE 060 452

Grow-Maienza, Janice; Hahn, Dae-Dong; Joo, Chul-An
Mathematics Instruction in Korean Primary Schools: An International Collaborative Study.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Elementary Education; Foreign Countries; *Mathematics Achievement; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- China; Japan; South Korea

A gap in mathematics achievement between Asian and American children is acknowledged on both sides of the Pacific. Previous comparative investigations have been undertaken in China, Taiwan, Japan and the United States to gain insight into possible relationships between classroom strategies and the acknowledged achievement differences. Asian children score consistently and significantly higher than American students on comparative mathematics achievement tests. The purpose of this study was to gain insight into mathematics instruction in primary schools in South Korea where no comparative studies of classroom instruction have been done, thereby providing yet another dimension to the international comparison of mathematics instruction in primary schools in Asia and America. For the present study mathematics instruction was observed in 20 classrooms in 5 primary schools in Pusan, South Korea. Using instruments developed for previous international comparative studies of mathematics instruction in primary schools, the researchers collected time-sampling observation data and narrative observation data on structures and strategies used in 10 first grade classrooms and 10 fifth grade classrooms. The data were analyzed for organizational structures in the classroom, for patterns of teacher and student behaviors, and for patterns of development of conceptualization in lessons. The results show sequences of highly organized and systematic patterns of instruction dominated by leading questions by the arts, social studies, and integrated/multidisciplinary software are evaluated. A one-page description of each resource provides an abstract of the contents, subjects addressed, grade level, publication date, ordering information including price, names of authors, and system requirements. (ASK)

ED 420 507 SE 061 519

Erduran, Sibel
Modeling in Chemistry as Cultural Practice: A Theoretical Framework with Implications for Chemistry Education. Draft.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Classroom Environment; Cognitive Processes; *Concept Formation; Educational Strategies; Epistemology; Higher Education; Knowledge Representation; Learning Theories; *Models; Secondary Education

This paper reports on an interdisciplinary theoretical framework for the characterization of models and modeling that can be useful in application to chemistry education. The underlying argument marks a departure from an emphasis on concepts that are the outcomes of chemical inquiry about how knowledge growth occurs through modeling in chemistry. An outline is presented that provides reasons why modeling is a significant goal for chemistry education, the role of models and modeling are closely examined, and some cognitive and epistemological accounts of models and modeling are exemplified. A review of the role of models in chemistry, some trends in the use of models in chemistry education, and some implications for how chemistry learning environments can be designed so that modeling can be promoted and sustained in the classroom are also included. Contains 142 references. (DDR)

ED 420 508 SE 061 520

Rasmussen, Chris L.
Reform in Differential Equations: A Case Study of Students' Understandings and Difficulties.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Differential Equations; *Educational Technology; Elementary Secondary Education; *Graphs; *Interaction; Mathematical Concepts; Mathematics Education; *Sociocultural Patterns

This study investigated six students' understandings of and difficulties with qualitative and numerical methods for analyzing differential equations. From an individual cognitive perspective, the obstacles found to influence the development of students' understandings included the function dilemma, the tendency to overgeneralize, interference from informal or

Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Software; Educational Technology; Elementary Secondary Education; *Lesson Plans; *Listening Skills; Mathematics Activities; Mathematics Education; Mathematics Instruction; Number Concepts; Thinking Skills

Stickybear's Math Town is a CD-ROM-based software tool for teaching mathematics skills beyond simple number recognition. Accompanying printed lesson plans are designed to complement mathematics skills with other methods and areas of emphasis including kinesthetic learning, listening skills, decision making skills, and other vital tools for educational development. Each of the 12 lesson plans includes activities, area focus, description of the method used, goals and objectives, materials required, and the area of emphasis and several variations. (ASK)

ED 420 532 SE 061 574

Tanner, Anne
Stickybear's Science Fair: Light. School Version with Lesson Plans CD-ROM .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Lesson Plans; Light; Optics; Physics; *Science Activities; Science Instruction; Science Materials

Stickybear's Science Fair: Light is a tool for teaching science skills using computer software. To enhance the use of software printed lesson plans are also provided including worksheets, labs, templates, and other materials needed to complete the activities. There are 12 lesson plans. Each of the lesson plans includes activities, an area focus, a description of the method used, the goals and objectives, the materials required, the area of emphasis, several variations, assessment plans, and discussion. (ASK)

ED 420 533 SE 061 575

The Eisenhower Mathematics and Science Consortia and Clearinghouse, Annual Report.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; *Educational Resources; Educational Technology; Elementary Secondary Education; Equal Education; Mathematics Curriculum; *Mathematics Education; Professional Development; Science Curriculum; *Science Education; Standards
IDENTIFIERS- Eisenhower National Clearinghouse

This report details recent activities and impacts of the Eisenhower Mathematics and Science Consortia and Clearinghouse.

This issue examines the implications of culture on gender and development work. The power of culture is of profound importance in understanding ourselves, others, gender relations and development. The twelve essays address some aspects of gender relations and the power structure of society. Chapters include: (1) "Editorial" (Caroline Sweetman); (2) "Thinking about 'Culture': Some Program Pointers" (Seble Dawit; Abena Busia); (3) "Gender Relations, Development, and Culture" (Maitrayee Mukhopadhayay); (4) "NGOs, Gender, Culture and Multiculturalism: A Zimbabwean View" (Colleta Chitsike); (5) "Challenging Cultural Constraints: A Personal Testimony" (Rehana Khatun Adeer talks to Liz Clayton); (6) "Working with a Radical Agenda: the Musasa Project, Zimbabwe" (Sheelagh Stewart); (7) "Women, Conflict, and Culture in Former Yugoslavia" (Jovanka Stojsavljevic); (8) "The Rise of Religious Fundamentalism in Britain: The Experience of Women Against Fundamentalism" (Sue Katz); (9) "Culture and the Law in Islam" (Women Living under Muslim Law); (10) "Institutional Opposition to Gender-Sensitive Development: Learning To Answer Back" (Sara Hlupekile Longwe); (11) "Fempress: A Communication Strategy for Women" (Adriana Santa Cruz); and (12) "'I, Black Women, Resist': Interview with Alzira Rufino" (Katrina Payne). Additional resources for further information and a book review, "Colour, Class and Country: Experiences of Gender (editors Gay Yong and Bette Dickerson) conclude the text. (EH)

ED 420 557 SO 028 386

Winston, Linda
Keepsakes: Using Family Stories in Elementary Classrooms.
PUB DATE- 97
NOTE- 138p.; Foreword by Denny Taylor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Family History; Family (Sociological Unit); Folk Culture; Interdisciplinary Approach; Literacy; Local History; *Oral History; *Oral Tradition; *Parent Participation; *Social History; Social Studies; *Story Telling

This book encourages the use of cultural biographies as a way to understand various cultures. The volume is a collection of stories about the teachers and students in New York (New York) schools who have made family studies central to the curriculum. The book emphasizes the everyday lives of families, their social histories, and cultural biographies as the foundation of every child's school experience. The chapters include: (1) "Getting Started"; (2) "Then and Now"; (3) "News from the Home Front"; (4) "Stories To Grow Up On"; (5) "Home Cooking"; (6) "Coming to America"; (7) "Elders Share Their Lives"; (8) "Family Album"; and (9) "Epilogue." (Contains a list of works cited; a preface to the picture book bibliography, by Gary Zingher; an annotated bibliography of picture books; and resources for teachers.) (EH)

ED 420 558 SO 028 388

Hertzberg, Ruth A.
Worthy Women of Chile: What Role Did They Play? Fulbright-Hays Summer Seminar Abroad Program 1995 (Chile).
SPONS. AGENCY- Center for International Education (ED),

are faced with the policy options to: (1) "Guide Russia Forward"; (2) "Keep the Lid On"; (3) "Declaw the Russian Bear"; and (4) "Mind Our Own Business." The second section accompanies a student book of background readings and foreign policy options. The five-day lesson plan and student activities has students explore policy relations with the former Soviet Union and debate what course of action the United States should pursue through a simulation activity. The lesson titles include: (1) "Examining the Principles of U.S. Cold War Policy"; (2) "Assessing the Reform Process in Russia'; (3) "Role Playing the Four Options: Organization and Preparation"; (4) "Role Playing the Four Options: Debate and Discussion"; and (5) "Fleshing Out Policy." (Contains supplementary documents and suggested readings at the end of section 1.) (EH)

ED 420 579 SO 028 799

Lhowe, Mary, Ed.
Charting Russia's Future in the Post-Soviet Era. Revised. Choices For the 21st Century.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developing Nations; Diplomatic History; Foreign Countries; *Foreign Policy; Futures (Of Society); Global Approach; Instructional Materials; *International Relations; National Security; Peace; Political Science; Secondary Education; Social Studies; *World Affairs; World History
IDENTIFIERS- *Russia

This unit is part of a continuing series on current foreign policy issues. The first section asks students to consider Russia's future as if they were Russian. Background readings provide information to help students address policy issues and include: (1) "Lessons from Russia's Past"; and (2) "Exploring the New Russia." Once students have discussed background issues they are faced with the policy options: (1) "Strength in Unity"; (2) "Proceed with Caution"; and (3) "Look Outward." The second section asks students to see the world through Russian eyes and to contemplate Russian choices in the areas of economic development, political organization, and foreign policy. The core of the section offers three distinct directions, or futures, for Russia in the coming years. Each future is grounded in a clearly defined philosophy about Russia's place in the world and offers broad guidelines on fundamental public policy issues in Russia. The background reading prepares students to assess Russia's policy choices. Part 1 surveys four key periods of reform in Russian history, ranging from the reign of Peter the Great to the Gorbachev era. Part 2 reviews the momentous changes that have taken place in Russia since the collapse of the Soviet Union, focusing in particular on new political thinking, economic reform, and Russia's evolving international relations. The unit involves role playing as well as policy research and debate. (Contains supplementary documents and suggests readings at the end of section 1.) (EH)

ED 420 580 SO 028 800

PUB DATE- 94
NOTE- 8p.; Supported in part by the Kansas Arts Commission.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Architecture; *Art; *Built Environment; *Case Studies; *Community Cooperation; Elementary Secondary Education; *Heritage Education; Models; School Community Relationship
IDENTIFIERS- *Asia Pacific Region

This document presents case studies that point out unusual "delivery systems" for the arts which are not totally dependent on the school district structure. The case studies suggest creative ways communities and educational facilities can work together to increase the amounts of arts exposure and experiences available in the school through the sharing of resources. The four case studies include: (1) "Business and Industry for the Arts in Education, Inc. (BIFAE)," a business partnership; (2) "Art in the School, Inc.," with volunteers as teachers; (3) "Aileycamp," a community arts organization special initiative which uses dance to work with youth at risk of dropping out; and (4) "Center for Understanding the Built Environment," a partnership between the design professions, the school systems, and the arts. An explanation also is provided about the work of the American Institute of Architects focusing on awareness of the built environment. (EH)

ED 420 603 SO 028 833

Graves, Ginny; And Others
An Evaluation of Built Environment Education in the Curriculum: A Study to Identify Methods for Integration, Teaching Strategies, and Alternative Assessment for Built Environment Education. Technical Bulletin No. 94-4.
PUB DATE- 94
NOTE- 32p.; Some oversized pages of the evaluation forms may be difficult to photocopy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Architecture; *Art; *Built Environment; *Case Studies; *Community Cooperation; Elementary Secondary Education; *Heritage Education; Models; Program Evaluation; School Community Relationship; Social Studies

This study demonstrates that built environment education fits well into the existing curricula, meets objectives, and provides new directions for assessment in the classroom. The study examines what was happening in those classrooms using CUBE-produced curriculum materials. Sample assessment methods are provided for four differing educational settings to show the flexibility of the materials for diverse learning environments and learners. The table of contents includes: (1) "Introduction"; (2) "The Process"; (3) "The Educators and Their Settings"; (4) "Sample Assessments 1, 2, 3, 4"; (5) "Specific Objective Listing"; (6) "The Paradox of Assessment"; (7) "Resources"; and (8) "Curricular Correlation Chart." (EH)

ED 420 604 SO 028 837

Bernson, Mary Hammond, Ed.
China Mosaic: Multidisciplinary Units for the Middle Grades.
PUB DATE- 96
NOTE- 151p.

Student Teachers; Teaching Methods; Thinking Skills

For years, the case study approach to learning has helped connect formal learning with real life situations. Cases offer a means of combining the content to be taught and processes by which it will be taught, and it provides students with a situation for learning that makes sense to them and connects them to what they know in a meaningful way. The pedagogic philosophy used in the case study approach is bound by the belief that learning is primarily a self-acquired process. The case method is learner-centered, relying on students' experiences to collect, interpret, and explain circumstances presented in the case. The case method provides learners with facts and parameters of a particular event and asks them to examine possible interpretations and investigate approaches to what is happening. The case method effectively enhances learning because it: (1) develops higher order thinking skills, (2) illustrates the relevance of the study in society, (3) asks students to question assumptions underlying the theories presented, and (4) shows learning from the cases long after the study concludes. The paper addresses reform effects in scientific teaching and learning by providing a case study that includes both storytelling and an accompanying laboratory. The study was designed using a rubric of criteria that emerged from the literature on case method and scientific learning. (Contains 11 references.) (SM)

ED 420 627 SP 037 986

Scott, Neil H.

Careful Planning or Serendipity? Promoting Well-Being through Teacher Induction.

PUB DATE- 98

NOTE- 17p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Ottawa, Canada, May 28, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Collegiality; Elementary Secondary Education; Foreign Countries; *Mentors; Self Esteem; Teacher Collaboration; Teachers; *Well Being

IDENTIFIERS- *Emotional Support; New Brunswick

Teacher induction offers emotional support to both beginning and experienced teachers. This paper examines the promotion of personal and professional well-being in beginning teachers and their experienced mentors through induction programs. Information comes from the Beginning Teacher Induction Program (BTIP) in New Brunswick, Canada. The program, which involves collaboration between the Department of Education, the teachers' association, and the University of New Brunswick, matches beginning teachers in each school with experienced mentor teachers for 1 year. Mentors receive 2 days of inservice training prior to the experience. Near the end of 1996 and 1997, beginning teachers and mentors who participated in the BTIP completed mailed questionnaires that examined support in the areas of system information, resources/material, instruction, emotional wellbeing, management, environment, and demonstration teaching. Emotional support ranked fourth in importance for new-to-system teachers and second for first-year teachers, but both groups asked for more emotional support. The main obstacle for teachers in both years of the program was lack of time, followed by unclear expectations of the BTIP.

the tapping of real-life situations for problem solving and critical thinking in the classroom. There is only limited research to substantiate the success of curriculum integration, though existing models seem to confirm that it is a natural road for curriculum reform to take. Curriculum integration has mainly been accomplished by blending content knowledge from different disciplines around a common theme. Three approaches to curriculum integration include coordinated curriculum, project-based learning, and thematic curriculum. Integrated curriculum can help students in the Pacific Island region, who face issues related to cultural relevance in their education. Using integrated curriculum based on real-life tasks related to Pacific Island cultures can help them make sense out of their education. Many examples of successful curriculum in Pacific Island schools exist. Adopting integrated curriculum means preparing the faculty well, promoting teacher collaboration, developing new evaluation methods, and sharing resources. (Contains 12 references.) (SM)

ED 420 646 SP 038 006

Chang, Winona
Teacher Education in Hawai'i: The Story of a Successful Collaboration. PREL Briefing Paper.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Alternative Teacher Certification; *College School Cooperation; Educational Change; Elementary Secondary Education; Higher Education; *Partnerships in Education; *Preservice Teacher Education; Principals; Public Schools
IDENTIFIERS- Hawaii

This briefing paper examines Hawaii's collaboration between the Department of Education (ED) and teacher education institutions, explaining that for over 60 years, this relationship has been highly beneficial. The law that began this collaboration mandated the formation of an advisory group, the Teacher Education Coordinating Committee (TECC). The TECC's objectives are to identify, study, take action, or make recommendations on matters of education of common interest to the Department of Education and institutions of higher learning in Hawaii. The common factor in making the system work is adequate teacher preparation leading to local employment in the ED. One key to success is a principal who knows what is needed and can put a plan in place. School districts must be able to identify priority district needs and promote good teacher development. Educational data are collected from various offices within the district and the ED. Information and data are shared with teacher education institutions via the TECC. The TECC makes recommendations as necessary. The TECC often advises the ED on matters of teacher certification. In the 1970's, the ED helped developed a procedure for certificate reciprocity with other states. In the 1990's, the TECC advised institutions to develop alternative programs for certification. Several suggestions for successful collaboration are presented. (SM)

ED 420 647 SP 038 007

Koki, Stan

the Need for Information Sharing"; and (9) "Forecasting Program Expenditures." Of particular interest to the educational research community were two papers. The first, "The Educational Requirements of Jobs: A New Way of Looking at Training Needs" by Darrel Patrick Wash of the Bureau of Labor Statistics, is presented as an abstract. The second, "Projections of Elementary and Secondary Public Education Expenditures by State" by William J. Hussar of the National Center for Education Statistics, is a discussion of estimation and data pooling techniques and projection models. (Contains 83 tables and 37 figures.) (SLD)

ED 420 665 TM 028 339

Stevens, David; McGuire, Michael
Unit Record Versus Aggregate Data: Perspectives on Postsecondary Education, Data Collection, Retention, and Release. Final Report of the Working Group.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 44p.; Federal
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Records; *Accountability; Data Analysis; *Data Collection; *Higher Education; *Information Dissemination; Institutional Characteristics; *Student Records
IDENTIFIERS- *Aggregation (Data)

The Steering Committee of the National Postsecondary Education Cooperative established a Unit Record versus Aggregate Data Working Group in 1996 to identify and assess data sharing methods that are needed to advance the understanding of how postsecondary students are served, and with what outcomes. Most mandated record sharing has been through aggregate data methodologies, but some members of the Working Group advocate more widespread development of unit record methodologies. This paper adopts a practical approach to the unit record versus aggregate data topic. It does not argue the universal superiority of unit records over aggregated data, or vice versa. Rather, it examines and evaluates both approaches and the issues that will need to be addressed. After an overview of aggregate data, which refers to data collected at the institutional rather than the unit (student) record level, chapter 2 identifies three stages of data handling that usually involve different responsible parties, legal stipulations, and funding streams: collection, sharing, and release to users. Chapter 3 discusses new approaches, and chapter 4 considers the reporting and sharing process. Chapter 5 presents some recommendations for continued work by the Working Group, with a focus on potential linkages of unit record data to assist postsecondary entities in the development of statistics that will meet current demands for accountability. (SLD)

ED 420 666 TM 028 340

Integrated Postsecondary Education Data System, 1995 CD-ROM .
PUB DATE- 1998-00-00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- "A Review of Dorn's 'Creating th
DESCRIPTORS- College Faculty; College Graduates; *Data Collection; Educational Finance; *Enrollment; *Higher

individual skills, or when the skills were grouped into Management and Leadership skill configurations. Four appendixes describe the "vision" construct, give construct definitions, list some simulated activities associated with the inventory, and contain the skill-simulation matrix. (Contains 13 references.) (SLD)

ED 420 683 TM 028 358

Hearne, Jill; Ramey, Madelaine
Addressing Validity Issues in Student Exit Performance Assessment.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Change; Educational Policy; *Elementary School Students; *Equal Education; Grade 4; *High Risk Students; Intermediate Grades; Low Achievement; Minority Groups; *Performance Based Assessment; Professional Development; *Selection; Sex Differences; Socioeconomic Status; Standards; State Programs; Testing Programs; Urban Schools; *Validity
IDENTIFIERS- *Exit Examinations

A large urban northwest school district is engaged in the construction of a central accountability policy that depends on school-based implementation. As part of this effort, the district has implemented a standards-based exit policy. Each school has identified students as either meeting grade-level standards or not meeting these standards. This paper describes an investigation of the application of the policy at various schools and its impact on the students identified as not having the skills to exit a grade. The district has identified 534 fourth graders without the skills to exit. Issues of disproportionately low achievement among minority groups, particularly African Americans, are of central concern in this district. A study examined: (1) the validity of teacher judgments; (2) the relationship between teacher judgments based on classroom evidence and district and state evidence; (3) error rate disproportionalities; and (4) error rates by school. The validity of teacher judgment was influenced by differences between schools in the rates of implementation and use of classroom evidence, although professional training in assessment was creating some uniformity in classroom evidence. The relationships between classroom assessments and state assessments indicate that teachers may rely on demonstrated computational skills as evidence of student achievement, based on the use of the mandated state test. The most striking finding was the disproportionality of error rate by ethnic group, gender, and socioeconomic status. Implications of these findings for educational equity in this urban district are discussed. (Contains 29 references.) (SLD)

ED 420 684 TM 028 359

Fenton, Ray; Straugh, Tom; Stofflet, Fred; Shaffer, Frank
EXCELS!--Evaluating Integrated Language Arts and Social Studies. The Jamestown Integrated Performance Assessment Unit.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Journal Writing; Personal Narratives; *Qualitative Research; *Research Methodology; Researchers; Student Experience; *Student Journals
IDENTIFIERS- *Researcher Role; Researcher Subject Relationship

This paper describes and explains how journal writing may be used as a qualitative research technique in long-term qualitative studies. Journal writing has a long and reliable history in the arts and humanities, and it provides qualitative researchers with a powerful heuristic tool. The notion of a comprehensive reflective journal to address the researcher's self is critical in qualitative work due to the fact that the researcher is the research instrument. Interactive journal writing between a researcher and participants is also a useful qualitative technique. A brief historical overview of journal writing sets the stage for the discussion of journal writing as a way to document the researcher's role, triangulate data by using the journal as a data set, and using the journal with participants as a communicative act. These points are illustrated by excerpts from the researcher's own journal about writing the paper. (Contains 10 references.) (SLD)

ED 420 703 TM 028 379

Williams-Miller, Janice E.
The Role of Test Anxiety in the Self-Regulated Learning to Motivation Relationship.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Competence; *High School Students; High Schools; *Self Concept; *Student Motivation; *Test Anxiety
IDENTIFIERS- *Self Regulated Learning

This study explored the relationship between self-regulated learning and academic motivation, with the confounding effect of test anxiety removed. High school student participants (N=208) were administered a survey assessing 2 components of motivation (autonomy and competence), self-regulated learning, and test anxiety. Correlational analyses indicated that, overall, students who perceived themselves to be more capable of self-regulated learning also tended to report higher levels of motivation. The self-regulatory to motivation associations did not vary with respect to the motivational component, nor were they affected by test anxiety. Practical applications for efforts aimed at modifying achievement behaviors are discussed. (Contains 2 tables and 14 references.) (Author)

ED 420 704 TM 028 380

Williams-Miller, Janice E.

Wilson, Linda Dager; Zhang, Liru
A Cognitive Analysis of Gender Differences on Constructed-Response and Multiple-Choice Assessments in Mathematics.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Constructed Response; Elementary School Students; Elementary Secondary Education; Mathematical Concepts; *Mathematics Tests; *Multiple Choice Tests; Problem Solving; Secondary School Students; *Sex Differences; State Programs; Tables (Data); Test Construction; *Test Items; Testing Programs
IDENTIFIERS- *Delaware; Iowa Tests of Basic Skills

This study is based on data from a state-wide assessment that included both multiple-choice and constructed-response items. The intent of the study was to see whether item types make a difference in gender results. The items on both tests were categorized according to whether they assessed procedural knowledge, concepts, problem solving, or mathematical communication. Data came from Delaware, which in 1995 administered two tests in mathematics to all public school students in grades 3, 5, 8, and 10. A total of 29,809 students were tested on the Delaware "Interim Assessment," a constructed-response test, and the Iowa Tests of Basic Skills (ITBS) (or the ITBS Tests of Achievement and Proficiency Survey Battery in grade 10). On the Interim Assessment in grade 3, the female mean raw score was higher, but at all other grades, males outperformed females. On the ITBS, males scored higher in grades 3 and 8, and there was no difference at grade 5 or 10, although the male mean score was higher at every grade. Differences generated by the broad and narrow interpretations of problem solving show some gender differences that might not have been apparent otherwise. Overall, males outperformed females on problem solving at grades 8 and 10. Results in some ways contradict the more hopeful conclusions of other studies that have shown the gender gap to be narrowing, though they do affirm some results of a study that showed males stronger in problem solving in the high school years. Results suggest that, while the gap is narrowing on traditional multiple choice tests, it is still present on more complex items that require students to construct their own responses and communicate their thinking. It is especially disturbing to see that the gap increases with grade level, which is in keeping with other studies showing females falling behind in adolescence. An appendix contains the item characterization protocol of the 1995 Delaware Mathematics Assessment. (Contains 6 tables and 16 references.) (SLD)

ED 420 722 TM 028 444

Chang, Shun-Wen; Twu, Bor-Yaun
A Comparative Study of Item Exposure Control Methods in Computerized Adaptive Testing.
PUB DATE- 98
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

NOTE- 16p.; Paper presented at the Meeting of the Kentucky Psychological Association (November 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Aggression; Behavior Problems; Demography; *Depression (Psychology); *Relationship

This study sought to determine whether there is a correlation between depression and aggression in adolescents. Subjects, 41 eleven-year-olds and 22 fifteen-year-olds, completed the Brown Aggressive Tendencies Inventory and the Children's Depression Inventory. The effect of demographic factors such as gender, age, socioeconomic status, and parents' marital status on aggression and depression scores was also studied. In addition, attitudes toward parents, siblings and school were investigated as they affected feelings of depression and aggression. Findings indicated that although the correlation between aggression and depression was significant in 11- year-olds, it was much more significant in 15-year-olds. The results suggest that the relationship between aggressive behavior and depression becomes stronger as children become older, but further research is called for. Contains 20 references. (JPB)

ED 420 404 PS 026 568

School Breakfast and School Lunch Programs. Hearing before the Committee on Agriculture, Nutrition, and Forestry. United States Senate, One Hundred Fifth Congress, First Session on the School Breakfast and Lunch Programs.
PUB DATE- 98
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Breakfast Programs; Dining Facilities; Elementary Secondary Education; *Food Service; Hearings; *Lunch Programs; Nutrition; Research Needs
IDENTIFIERS- American School Food Service Association; Congress 105th; Nutrition Education and Training Program; *School Breakfast Program; *School Lunch Program

These hearing transcripts present testimony to the Senate Committee on Agriculture regarding the School Lunch and Breakfast Programs. Statements were made by several senators, the president of the American School Food Service Association (Connecticut); a school food service program director (Florida); the director of nutrition and education for the American School Food Service Association (Virginia); the director of the Children's Nutrition Research Center (Texas); the vice president of Food Operations at Disneyland Resort and Concept Development (California); and an assistant professor of clinical dietetics and nutrition, University of Pittsburgh (Pennsylvania). Witnesses maintained that the Nutrition Education and Training Program needs funding to maintain its current service level. It is necessary to modify the School Lunch Program to encourage student participation, make it easier for schools for qualify, and to reduce the administrative burden. Testimony also indicated that breakfast programs are vital to student nutrition, academic performance, and school attendance. School food service has become more efficient and more consumer-oriented, has expanded to supply meals to new audiences, and has increased the flexibility of service delivery. However, it is necessary to integrate food service within the educational day to enhance student nutrition health over the last 200 years; an applied technology project in which students design a better shopping cart; and a science/language arts project requiring students to master a scientific concept in order to collaborate with others to produce a children's book. A section of blackline masters listing learning strategies is included. Contains 53 references. (KB)

ED 420 421 PS 026 592

Severe, Sal
How To Behave So Your Children Will, Too! A Collection of Entertaining Stories and Practical Ideas Gathered from Real Parents.
PUB DATE- 97
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Behavior; *Child Rearing; *Discipline; Modeling (Psychology); *Parent Child Relationship; *Parenting Skills; Punishment
IDENTIFIERS- Disciplinary Styles

This book was written for parents or anyone who works with children and families. The entertaining stories and practical ideas were gathered from the author's 20 years' experience working as a school psychologist and teaching parenting classes to over 14,000 parents. The examples put parents at ease and empower them with specific, positive strategies to replace their own behavior with patterns that produce more cooperative behavior in their children. It explains how to be consistent, manage anger, prevent arguments and power struggles, and teach children to listen...the first time! The book's chapters are: (1) "How Successful Parents Behave"; (2) "Redefining Discipline"; (3) "How Children Model"; (4) "You and Your Children Learn from Each Other"; (5) "Spotlight Good Behavior"; (6) "Never Give Away the Ice Cream"; (7) "Charts and Contracts"; (8) "How to Use Rules and Consequences"; (9) "How to Be Proactive"; (10) "How to Motivate Your Children"; (11) "Self-Esteem--Motivation's Heartbeat"; (12) "Being Consistent Can Make You Feel Dreadful"; (13) "How to Be More Consistent"; (14) "How Children Learn to Misbehave"; (15) "Why Children Push Your Button"; (16) "Use Punishments that Teach"; (17) "How to Punish Your Children without Punishing Yourself"; (18) "Spanking"; (19) "Correcting Misbehavior with Time-Out"; (20) "How to Manage a Child Who Refuses to Go to Time-Out"; (21) "How to Be Creative with Time-Out"; (22) "How to Manage Arguments and Power Struggles"; (23) "Reducing Attention Seeking"; (24) "Resolving Conflict between Siblings"; (25) "Responsibility, Chores and Allowance"; (26) "Homework Hassles"; (27) "Attention Deficits, Hyperactivity and Behavior"; (28) "Divorce and Behavior"; (29) "Peer Pressure"; and (30) "Promise to Appreciate." Contains an index. (EV)

ED 420 422 PS 026 593

Johnson-Kwartler, Patricia
Early Childhood Education Student Teachers' Pedagogical Perspectives: Rural Socialization and Professional Growth.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American

delineates the equipment needed to maintain a mentally stimulating environment for young children. It also discusses the importance of hands-on science activities, lists themes appropriate for young children, and discusses the teacher's role as a facilitator of knowledge development. Five science activities are described: (1) observing that magnets attract some objects and not others; (2) using paper, petroleum jelly, and a magnifying glass to observe air pollution; (3) using peanuts to practice observing, measuring, classifying, and predicting; (4) using celery and food coloring to view the transport of liquid throughout a plant; and (5) identifying objects through the sense of smell. Contains 13 references. (Author/KB)

ED 420 439 PS 026 614

Galbraith, Gretchen R.
Reading Lives: Reconstructing Childhood, Books, and Schools in Britain, 1870-1920.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Books; *Children; Childrens Literature; *Cultural Context; *Educational History; Elementary Education; Foreign Countries; Literacy; *Reading Attitudes; *Reading Materials; *Social History; Sociocultural Patterns; Socioeconomic Influences
IDENTIFIERS- Childhood Experiences; Childhood Recollection; Edwardian Era; *Great Britain; Historical Background; Victorian Period

The Victorian and Edwardian British cared deeply about what their children were reading. While some feared that unsuitable literature would ruin both the children of the nation and the nation itself, many viewed the power of reading as a key to boundless imaginative and intellectual opportunities. This book examines the role of child literacy in Britain's immense social, economic, and political transformations in the late nineteenth and early twentieth centuries. Drawing upon recorded histories of childhood, education, literacy, and literature geared toward children, the book reveals how the British perceived books as a potent influence on the identity of their children. It also shows how a widespread preoccupation with the leisure reading of middle-class children resonated with debates about the readings assigned in new publicly-funded school for lower-class children. Part 1 of the book is devoted to autobiographic memories of British childhoods lived between 1860 and 1914. Part 2 examines the role children's literature played in forging a middle-class consensus that childhood was a uniquely innocent, imaginative stage of life. Part 3 is devoted to elementary education in London, which was a lightning rod for controversies over the content of curricula and the physical conditions of students. The book's chapters are: (1) "'As through a Telescope Reversed': British Childhoods, 1860-1914"; (2) "Reading Lives and Lives of Reading"; (3) "'Real and Wholesome Pleasure': Critics Guard the Boundaries of Children's Literature"; (4) "Creating a Magazine World"; (5) "'Another Ladder Altogether': Writing for Children"; (6) "An 'Efficient and Suitable' Elementary Education"; (7) "Overpressure in London's Board Schools, 1883-1884"; and (8) "'A Power of Reading': 'The Key to All Knowledge.'" Contains an index and approximately 156 references. (EV) aboriginal communities. Written in English and French, this document examines the needs of individuals, families, and communities dealing with sexual abuse. Part 1 discusses background issues: definitions, realities, seriousness, and special issues related to sexual abuse in aboriginal communities; problems with current approaches to handling abuse; and community-based intervention teams as an alternative approach. Part 2 addresses facilitating and investigating sexual abuse disclosure: signs of abuse; varieties of disclosure; initial intervention; the investigation process when the victim is a child and when the victim is an adult; confronting the abuser; and the importance of record keeping. Part 3 looks at issues and needs at the time of disclosure for the victim, abuser, victim's family, spouse and family of the abuser, community, child protective services, justice system, and the community worker. In part 4, guidelines are given for planning the post-disclosure process, including creating a positive community environment, prevention programs, and healing. Contains 32 references. (SAS)

ED 420 457 RC 021 526

Okie, Alejandra; Wiggins, Melinda
Into the Fields: Mobilizing Students To Work with Farmworkers on Campuses and in Communities.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 97
NOTE- 80p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; *College Students; *Consciousness Raising; Experiential Learning; Farm Labor; Field Experience Programs; Fund Raising; Higher Education; *Internship Programs; *Migrant Workers; Personnel Management; Program Development; Program Guides; Seasonal Laborers; *Service Learning; Social Action; Summer Programs

This manual for college students and faculty outlines ways to mobilize others on campus to learn about, educate, and work with migrant and seasonal farmworkers in their local area. Section I introduces the work and educational situation of migrant workers and the goals of the Into the Fields program, in which student interns provide legal, health, and educational services for farmworkers while promoting thoughtful action for social change. Section II addresses initiating the Into the Fields Program: needs assessment, exploring local issues, and developing effective strategies. Section III discusses mobilizing campus faculty and students through committees, campus events, and service-learning courses. Section IV describes coordinating a summer internship program: developing relationships with sponsoring organizations, recruiting and selecting interns, planning the summer internship, reflecting on the internship, and participant responsibilities. Section V outlines fundraising plans, funding possibilities, and how to contact service-learning funders. Section VI addresses sustaining the program and becoming a Student Action with Farmworkers chapter. Supplements to sections of the manual include samples: syllabus, newspaper ad, sponsoring organization application and evaluation forms, grievance procedure form, internship agreement and application, emergency medical information form, waiver of liability form, speaker

McCluskey, Eugene; Chelewski, Ray; Crowley, Timothy; Lee, David
Small College Small Communities Industry: Share Our Strategies for Success.
PUB DATE- 97
NOTE- 16p.; In: Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast Technical Assistance Conference (Saratoga Springs, NY, November 17-18, 1997); see RC 021 578.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Competency Based Education; *Consortia; Education Work Relationship; *Educational Objectives; High Schools; Partnerships in Education; Postsecondary Education; Rural Education; Staff Development; *Tech Prep
IDENTIFIERS- *Maine; Northern Maine Technical College

Established in 1991, the Northern and Eastern Maine Tech Prep/School-to-Work Consortium unites 28 high schools, 7 regional technology centers, 2 technical colleges, and the University of Maine system. The consortium represents educators and employers in Maine's three most northerly counties and has facilitated the change from a traditional curriculum poorly serving non-college bound students to the hands-on tech prep curriculum. Staff development has been a major factor in this effort's success, combined with employer input, formal articulation agreements, and the introduction of technology into the classroom. The consortium is divided geographically into six partnerships. Workshops attended by teachers and technical college faculty are held within each partnership, and teachers have developed networking support groups that meet monthly for roundtable discussions. The consortium has developed 121 competency-based articulation agreements, with Northern Maine Technical College (NMTC) being the lead institution. The "general program" has been eliminated in all consortium high schools, with about a third having a clearly defined tech prep program. This paper includes a list of NMTC courses involved in competency-based articulation agreements and the consortium budget. An attachment provides an activity plan that lists the consortium's 12 goals with related objectives and comments. (SV)

ED 420 474 RC 021 581

Morton, Robin; Zielenski, Albert
Vermont Employer/Teacher Internship Program.
PUB DATE- 97
NOTE- 32p.; In: Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast Technical Assistance Conference (Saratoga Springs, NY, November 17-18, 1997); see RC 021 578.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Education Work Relationship; Educational Benefits; Elementary Secondary Education; Inservice Teacher Education; *Internship Programs; *Professional Development; *School Business Relationship; Summer Programs
IDENTIFIERS- *Vermont

teacher and short student answers, often in choral response. The instructional sequences are followed by short periods of practice and evaluation. The results were compared to other international comparative studies and demonstrate that Korean classrooms have many characteristics similar to those in China and Japan, but other characteristics unique to Korea. The results have significant implications for those interested in mathematics instruction in both Asia and America. Contains 23 references. (Author)

ED 420 491 SE 061 205

Steussy, Carol L.; Thomas, Julie A.
Elementary Teachers Do Science: Guidelines for Teacher Preparation Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Strategies; Elementary Education; Hands on Science; Higher Education; Inquiry; Knowledge Base for Teaching; Learning Experience; Problem Solving; Professional Development; *Science Education; *Science Teachers; Scientific Methodology; Standards
IDENTIFIERS- ERIC Clearinghouse for Science Math Environ Educ

This guide for elementary Teacher preparation programs in science education comprises three sections: "Introduction"; "Guidelines"; and "Implementation." The reform efforts, particularly those pertaining to science education, are characterized by a shift towards shared responsibility for the preparation of teachers to include collaborative models that involve teachers of science at many levels. In this document the term "teachers of science" represents many levels of teachers from colleges and universities, public schools, centers for professional development, teacher preparation programs, and informal science institutions. The guidelines in this document refer to certain characteristics of learning environments that strengthen the preparation of elementary teachers, which include collaboratively designed and implemented program support; a hands-on, problem-solving environment in which to learn; instruction that puts the student at the center of the process; focusing on scientific inquiry as the core of all levels of science teaching and learning; and regarding professional growth in science teaching as a continuous and collaborative process. Contains 85 references. (DDR)

ED 420 492 SE 061 226

Haury, David L., Ed.
RISE 96: An Annotated Listing of Research in Science Education Published during 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 101p.

intuitive notions, and the complexity involved with graphical interpretations. From a sociocultural perspective, students' understandings were constrained by the use of technology that was disconnected from the learning process, instruction that did not seek out students' explanations, and classroom interactions that implicitly established procedure-based mathematical justifications. Contains 32 references. (Author/NB)

ED 420 509 SE 061 522

Henderson, David G.; Fisher, Darrell L.; Fraser, Barry J.
Learning Environment, Student Attitudes and Effects of Students' Sex and Other Science Study in Environmental Science Classes.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Course Selection (Students); Educational Strategies; *Environmental Education; Foreign Countries; High Schools; *Interest Inventories; Learning Theories; Science Education; *Sex Differences; *Student Attitudes
IDENTIFIERS- Australia

This study reports the first use of classroom learning environment questionnaires involving students in senior high school environmental science classes. The three objectives of the study were to measure students' perceptions of aspects of their learning environment in environmental science classrooms by means of the Environmental Science Learning Environment Inventory (ESLEI), to investigate associations between students' perceptions of their classroom learning environment and students' attitudinal outcomes, and to investigate differences in student perceptions based on the students' gender and whether they were studying another science course. Results indicate that of the five aspects of environmental science students' learning environments measured in this study, student cohesion, involvement, and task orientation were found to be the most strongly associated with positive attitudinal outcomes. Contains 35 references. (DDR)

ED 420 510 SE 061 523

Tsai, Chin-Chung
Overcoming Eighth Graders' Misconceptions about Microscopic Views of Phase Change: A Study of an Analogy Activity.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Constructivism (Learning); *Educational Strategies; Foreign Countries; *General Science; Grade 8; Junior High Schools; Kinetics; Learning Theories; *Misconceptions; Prior Learning; Role Playing; *Science Activities
IDENTIFIERS- Taiwan

The purpose of this study was to examine the effectiveness of an

Although the legislation that created the Consortia specified 13 areas of possible focus, only eight areas capture the primary services provided. The eight areas discussed in this report include collaboration and communication; improved programs and curricula; professional development; frameworks, standards, and assessment; telecommunications and technology; equity of access; informal education opportunities; and reaching out to the community. (ASK)

ED 420 534 SE 061 579

Jita, Loyiso
Resources for Transforming Science Education: The Context and Practice of High School Science Teaching. EPU Working Paper No. 15.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Educational Change; *Educational Resources; Educational Strategies; Foreign Countries; *Knowledge Base for Teaching; *Science Education; *Science Teachers; Secondary Education; Teacher Attitudes; Teacher Education Programs; Textbooks
IDENTIFIERS- South Africa

This working paper presents an analysis that seeks to refocus thinking about the question of educational resources needed for transformation in schools. Both the context of science education and the teaching practices of science teachers as potential resources that can be marshaled to facilitate the transformation of science education in schools are presented. Context resources and practice resources are identified as crucial to the success of educational transformation, and this study is concerned with a microanalysis of these resources. The results of the research suggest that a great deal of potential for school change exists in teachers' knowledge, time available, human and textual resources, and various teaching practices that feature a transformative engagement. Contains 33 references. (DDR)

ED 420 535 SE 061 581

The Role of Scientists in the Professional Development of Science Teachers.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Partnerships in Education; Program Evaluation; *Science Education; *Science Teachers; Scientists

This book is a guide for scientists, teachers, and administrators on how to design, implement, and evaluate professional development programs. The assumption is that the science teacher and the practicing scientist are full partners in a professional community. The eight chapters contain information on the committee that produced this book and how it

Washington, DC.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Females; Foreign Countries; Higher Education; *Latin American Culture; *Latin American History; *Womens Studies
IDENTIFIERS- *Chile; *Latin American Studies

This paper describes the lives of some notable women in the history of Chile from the time of the conquistadors to the present. The significant women described in the paper include: (1) Ines de Suarez (accompanied Pedro de Validivia in 1544); (2) Micaela Bastidas Puyucahua (wife of Incan leader Jose Gabriel Tupac Amaru, about 1780); (3) Gabriela Mistral (Nobel laureate poet of the early 20th century); (4) Amanda Labarca Hubertson (women's rights advocate of this century); (5) Matilde Urrutia (wife of renowned Nobel-prize winning poet Pablo Neruda); and (6) Ana Gonzalez (a famous actress in Chile). (EH)

ED 420 559 SO 028 390

Rousmaniere, Kate
City Teachers: Teaching and School Reform in Historical Perspective.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Environment; Educational Policy; Elementary Secondary Education; Organizational Change; State History; *Teacher Empowerment; Teacher Rights; Teacher Role; *Teachers; *United States History; *Urban Education
IDENTIFIERS- *New York City Board of Education

This book describes teachers' work in urban New York City (New York) schools during a time of intense school reform in the 1920s. Teachers and schools coped with an ever-growing and diverse student body. Extensive interviews of teachers from this era shows the complexity of teachers' work, their problems with reform implementation, and the conditions they believed were necessary for change. There are six chapters with the introduction "The Historical Silence on Teachers' Work: A Note on Method." Chapters include: (1) "Disunity and Dissolution: The Politics of Teaching Before World War I"; (2) "To Be a Teacher: The Shaping of an Occupation"; (3) "The Maze of the Curriculum: The Intensification of Teachers' Work"; (4) "Isolation and Stress: The Physical Workplaces of Teaching"; (5) "Administration and Alienation: Teachers' Work Culture Under Supervision"; and (6) "Through the Classroom Door: Teachers' Work Culture and Students." The epilogue is entitled "The Legacy of Teachers' Experiences." (Contains references, notes, and an index.) (EH)

ED 420 560 SO 028 392

Kids Explore America's African-American Heritage. Westridge Young Writers Workshop.
PUB DATE- 93

Wessel, Lynda; Florman, Jean, Ed.
Prairie Voices: An Iowa Heritage Curriculum.
PUB DATE- 95
NOTE- 544p.; Funding provided by Pella Corp. and Iowa Sesquicentennial Commission.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian History; Community Study; Culture; Elementary Secondary Education; *Heritage Education; Instructional Materials; Social History; Social Studies; *State History; United States History
IDENTIFIERS- *Iowa

This curriculum offers a comprehensive guide for teaching Iowa's historical and cultural heritage. The book is divided into six sections including: (1) "Using This Book"; (2) "Using Local History"; (3) "Lesson Plans"; (4) "Fun Facts"; (5) "Resources"; and (6) "Timeline." The bulk of the publication is the lesson plan section which is divided into: (1) "The Land and the Built Environment"; (2) "Native People"; (3) "Migration and Interaction"; (4) "Organization and Communities"; (5) "Work"; and (6) "Folklife." (EH)

ED 420 581 SO 028 801

Whitehead, Jill, Ed.
Creating Curriculum: A Framework for Music.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Curriculum Development; Elementary Secondary Education; Fine Arts; *Music; *Music Education; *Music Techniques; State Curriculum Guides; State Departments of Education
IDENTIFIERS- *Iowa

This curriculum guide provides Iowa school districts with a sequential, developmentally appropriate music education framework upon which to build music curriculum at the local level. The book is divided into seven sections including: (1) "Introduction"; (2) "Philosophical Considerations"; (3) "Essential Learnings and Program Goals"; (4) "Assessment and Evaluation"; (5) "Musical Curricular Approaches"; (6) "Other Considerations"; and (7) "Music Program Resources." A glossary of terms and appendices offer additional information. (EH)

ED 420 582 SO 028 806

Reviews of National Policies for Education - Greece.
PUB DATE- 97
NOTE- 205p.; For the report on the Czech Republic, see SO 028 807.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Economic Development; Educational Assessment; *Educational Development; Educational

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian Studies; *Chinese Culture; Foreign Countries; Global Education; Intermediate Grades; Junior High Schools; Middle Schools; Multicultural Education; *Non Western Civilization; Social Studies
IDENTIFIERS- *China

These lessons were developed by participants in a 1986 Fulbright Group Project Abroad sponsored by the East Asia Resource Center at the Jackson School of International Studies, University of Washington. The lessons were developed cooperatively and are aimed at the middle school student. Lessons include: (1) "The Qin Dynasty" (Marte Peet); (2) "Confucius" (Marte Peet); (3) "Monkey Tales" (Elaine Magnusson); (4) "The Rooster's Horns" (Elaine Magnusson); (5) "Chinese Shadow Puppets" (Sam Hayes, Tarry Lindquist, Elaine Magnusson); (6) "What's in a Name" (Elaine Magnusson); (7) "Luo Xianda's Family, School, and Home" (Theresa Ralph); (8) "Constitutions Across the Sea" (Tarry Lindquist); (9) "Research Skills and Chinese Agriculture" (Tarry Lindquist); and (10) "Chinese Aquaculture" (Elaine Magnusson). Appendices offer pronunciation tips, weights and measures, and resources. (EH)

ED 420 605 SO 028 840

Armon, Joan
The Waldorf Curriculum as a Framework for Moral Education: One Dimension of a Fourfold System.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Ethical Instruction; Ethics; Integrity; Models; *Moral Development; Moral Values; Qualitative Research; Values
IDENTIFIERS- *Waldorf Educational Theory

This paper examines moral education as a holistic structure that evolves from the interplay between the educational applications of anthroposophy, students' developmental needs, the curriculum, as indicated by Rudolf Steiner, and teachers' roles in fashioning the curriculum. The methodology draws upon the qualitative research paradigm of educational connoisseurship and criticism. Data sources include observations and interviews in two classrooms in an urban Waldorf school. Findings reveal that teachers guide students artistically to balance thinking, feeling, and willing in the pursuit of truth, beauty, and goodness. The overarching goal is to help children build a moral impulse within so that they can choose, in freedom, what it means to live morally. The study suggests that some Waldorf practices may contribute to moral education in public and private schools where educators seek to educate students fully. (EH)

ED 420 606 SO 028 841

Despite any problems, both groups unanimously recommended continuation of the program. Most beginning teachers believed that the BTIP was beneficial because it eased anxieties and promoted personal well-being. Most mentors indicated they would act as mentors again and spoke highly of the mutual benefits of the partnership. (Contains 4 tables and 8 references.) (SM)

ED 420 628 SP 037 987

Boothe, Diane; Bulach, Clete; Pickett, Winston
Behaviors That Adversely Affect the Supervisory Climate of Student Teachers.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Educational Environment; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teacher Supervisors; *Student Teachers; Student Teaching; *Teacher Behavior; Teacher Educators; *Teacher Student Relationship

This study investigated the extent to which negative behaviors that could affect the supervisory climate for student teachers were practiced by college supervisors and supervising teachers. Researchers collected data over two years with two different sets of student teachers. During the 1996-1997 school year, 21 student teachers participated, and during the 1997-1998 school year, 22 student teachers participated. The college supervisors were the same both years. Student teachers were asked to complete a survey about their experiences with the classroom supervising teacher and the college supervising teacher. The survey focused on a variety of supervisor behaviors. Data analysis indicated that the frequency with which either group of supervisors used negative behaviors was minimal. The college professors used fewer negative behaviors than the cooperating teachers. Overall, there were no differences in the supervisory behaviors of the two groups associated with human relations and communications skills. There was a difference, however, in behaviors associated with vision and knowledge, but no differences surfaced for conflict management, administrative ability, decisiveness, and judgment. An appendix presents the survey. (SM)

ED 420 629 SP 037 988

Metz, Mary Haywood
Veiled Inequalities: The Hidden Effects of Community Social Class on High School Teachers' Perspectives and Practices.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Discrimination; Equal Education; High School Students; High Schools; Minority Group Children; Poverty; Public Schools; Racial Discrimination; Secondary Education; *Secondary School Teachers; *Social Class; *Social

The Role of Teacher Mentoring in Educational Reform. PREL
Briefing Paper.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Educational Change; Elementary Secondary Education; *Faculty Development; Foreign Countries; Inservice Teacher Education; *Mentors; Teacher Collaboration; *Teacher Improvement
IDENTIFIERS- Hawaii; Pacific Islands

Teacher mentoring programs are perceived as an effective staff development approach for beginning teachers. By establishing mentoring programs, districts serve two purposes: novice teachers get a strong start in their careers, and experienced classroom teachers serving as mentors receive recognition and incentives. Supporting beginning teachers at the outset contributes to retention in the school system. The significance of mentoring for beginning teachers is gaining wider recognition throughout the Pacific region. The mentoring process extends far beyond supporting new teachers, and it is more demanding then classroom teaching. Even experienced teachers cannot always objectively assess the quality of new teachers' teaching performance. In education, mentoring is a complex, multidimensional process of guiding, teaching, influencing, and supporting new teachers. The terms mentoring, modeling, and coaching are often used interchangeably by educators, though there are actually significant differences in concept. Functions of the mentor teacher vary according to the needs of the new employee, the goals of the mentoring program, and the local educational context or situation. Staff development is crucial in creating successful mentoring relationships. As many teachers are leaving the profession, it is important to devise new support structures to induct and retain new teachers. Four tasks that schools and districts must undertake in starting mentoring programs include selecting and training mentors, matching mentors and proteges, setting goals and expectations, and establishing mentoring programs. (SM)

ED 420 648 SP 038 008

The Metropolitan Life Survey of the American Teacher, 1998.
Building Family-School Partnerships: Views of Teachers and Students.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, NY.
PUB DATE- 97
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parents as Teachers; Partnerships in Education; Secondary Education; Secondary School Students; Secondary School Teachers; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- Metropolitan Life Insurance Company

This 1997 study followed up the Metropolitan Life Survey of the American Teacher 1987: Strengthening Links Between Home and School, comparing current teacher and student opinions on parental involvement in education with those of teachers and parents in 1987. Teachers and students, grades 7-12, completed

Education; *Institutional Characteristics; National Surveys; Optical Data Disks; Teacher Salaries
IDENTIFIERS- Data Files; *Integrated Postsecondary Education Data System; Machine Readable Data

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from primary providers (institutions) of postsecondary education. It is the core postsecondary education data collection program of the National Center for Education Statistics (NCES), and has been designed to help NCES report full and complete statistics on the condition of postsecondary education in the United States. It is a single, comprehensive data collection system that encompasses all institutions and organizations that provide postsecondary education as their primary goal. It collects data in such areas as enrollment, program completions, faulty and staff, and financing. This disc, sixth in a series of IPEDS discs, contains one analysis file that includes variables extracted from the five IPEDS survey types covering the academic years 1991-92, 1992-93, 1993-94, 1994-95, and 1995-96. Data are combined into a single file with each record on the file representing a single institution. The analysis file contains the variables (nearly 1,500) considered to be the most useful to the user community. This CD-ROM also contains an ASCII file version of the analysis data for 1995-96, as well as the individual data files and documentation for the current collection year of the following IPEDS surveys: (1) Institutional Characteristics (1995-96); (2) Fall Enrollment (1995-96); (3) Completions (1994-95); (4) Finance (1994-95); and (5) Salaries and Tenure (1995-96). The "IPEDS Manual for Users" is located in the IPEDINFO directory of this disc, and the documentation for each specific file is in the respective subdirectory. An installation guide is included with the CD-ROM. TYPE OF SURVEY: National Survey; Census. POPULATION: Higher Education Institutions. SAMPLE: Higher Education Institutions. RESPONDENTS: Higher Education Institutions. FREQUENCY: Annual. YEAR OF EARLIEST DATA: 1991. YEAR OF LATEST DATA: 1996. (SLD)

ED 420 667 TM 028 342

Stiggins, Richard J.
Student-Centered Classroom Assessment. Second Edition.
PUB DATE- 97
NOTE- 521p.; For the accompanying book of cases, see TM 028 341.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Case Studies; *Educational Assessment; Educational Testing; Elementary Secondary Education; *Learning; Performance Based Assessment; *Student Evaluation; Tables (Data); Teacher Role; *Teaching Methods; *Test Construction

This book offers a philosophy about classroom assessment that places students at the center of the assessment equation. Classroom assessments must define for students what is expected of them, and they must provide the basis for decision making by students, parents, teachers, administrators, and the community. Part I of this volume, the first five chapters, defines assessment roles and responsibilities and describes the essential elements of classroom assessment. It covers knowing what is to be assessed, and how to assess it. Part II contains an in-depth study of the assessment methods available for classroom use. It contains four chapters, one each on the design and development of selected response tests, essay tests,

1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colonial History (United States); *Curriculum Development; *Educational Assessment; *Evaluation Methods; Grade 4; Integrated Activities; Intermediate Grades; Language Arts; *Performance Based Assessment; Social Studies; Standardized Tests; Student Evaluation; *Test Construction
IDENTIFIERS- *Anchorage School District AK; Virginia (Jamestown)

The EXCELS! Project of the Anchorage School District (Alaska) was initiated in 1994 through a grant from the U.S. Department of Education to demonstrate the development of a kindergarten through sixth grade instructional program reflecting state and national standards in History, Civics, Geography, and English. More than 1,200 Anchorage teachers and librarians participated in the EXCELS! training and curriculum development activities. A multifacted assessment was later undertaken under the direction of the Anchorage School District Assessment and Evaluation Department. This paper reports on a particular performance-based assessment for grade 4, the Jamestown Assessment Unit. This unique integrated unit focused on U.S. colonial history and the settlement of Jamestown (Virginia). Over the 2 years of development, more than 70 people contributed to the final development of the Jamestown Assessment Unit. Fifteen teachers and more than 400 students field tested elements of the assessment and scoring procedures. All fourth grade teachers know that they may be called on to offer this unit as part of the Anchorage Assessment Program. In spring 1997, 412 students participated in the Jamestown Assessment Unit. Statistical analyses of the data from 368 students show that student work generated as part of instruction may be used for a standardized assessment of student and program performance relative to local, state, and national standards. The Jamestown Unit is an operational definition of an authentic assessment, scorable by both trained raters and teachers. (Contains 22 references.) (SLD)

ED 420 685 TM 028 360

Stiggins, Richard; Knight, Tanis
But Are They Learning? A Commonsense Parents' Guide to Assessment and Grading in Schools.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Grading; Parent Participation; Parent Role; *Parent School Relationship; *Parents; Partnerships in Education; Tables (Data); *Test Use

This book is a practical guide to help parents understand educational assessment. It shows how good student assessment actually enhances learning, and it provides a foundation for building community support for effective practices. It offers advice about improving communication between home and school, and explains how to build strong parent-teacher partnerships. A careful look at the assessment practices of the child's school is the best consumer tool parents have. The first chapter

Student Use of Internal and External Comparisons in Determining Efficacy for Self-Regulated Learning.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *Comparative Analysis; English; *High School Students; High Schools; Mathematics; Path Analysis; Self Efficacy
IDENTIFIERS- ACT Assessment; *Self Regulated Learning

This study explored ways in which students obtained efficacy perceptions of self-regulated learning. High school students (N=297) were self-administered American College Testing Assessment (ACT) practice examinations and Bandura's self-regulated learning subscale with specific reference to English and mathematics. Path analytic results suggested that these students depended primarily on external comparisons rather than on internal comparisons in determining their efficacy for self-regulated learning. This pattern was consistent for both female and male students. The strong association between the English and mathematics efficacy components may also provide some insight into the structure of self-regulated learning among students in academic settings. (Contains one figure, one table, and eight references.) (Author)

ED 420 705 TM 028 381

Theilheimer, Rachel; Aiona, Shelli
Conversations in the Portfolio Process: Teacher Educators and Early Childhood Licensure Students Learning Together.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Early Childhood Education; *Education Majors; Educational Assessment; Higher Education; *Mentors; *Portfolio Assessment; *Preservice Teachers; Student Evaluation; *Teacher Education; Teacher Educators
IDENTIFIERS- *Self Reflection

Mentors working with students with teacher education portfolios often struggle with how much and what kind of direction to provide to scaffold students' reflections. An analysis of early childhood licensure students' conversations about portfolio making suggests a tri-part framework for the direction mentors offer. First, students ask for definition and clear explanations of external expectations. Second, they develop their own expectations. Finally, they defy external expectations, inventing their own definitions of the portfolio. Focus on one student and her reflections on her portfolio indicates, however, that students may not move through a linear progression from call for definition to development to defiance. Instead of balancing the binaries of structure and freedom, mentors must juggle responses to students' conflicting, but co-existing images of the portfolio in process. (Contains 10 references.) (Author/SLD)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Algorithms; Comparative Analysis; *Computer Assisted Testing; Estimation (Mathematics); Item Banks; Monte Carlo Methods; Simulation; *Test Items
IDENTIFIERS- *Item Exposure (Tests); *Test Security

This study investigated and compared the properties of five methods of item exposure control within the purview of estimating examinees' abilities in a computerized adaptive testing (CAT) context. Each of the exposure control algorithms was incorporated into the item selection procedure and the adaptive testing progressed based on the CAT design established for this study. Using Monte Carlo simulation, the merits and shortcomings of these strategies were considered under different item pool sizes and different maximum exposure rates and were evaluated in light of test security, item overlap rate, and the conditional standard errors of measurement. The ultimate goal of the study was to provide guidelines for choosing appropriate methods of controlling item exposure so that test security concern in the CAT environment could be lessened. Among the five exposure control algorithms investigated in this study, the conditional procedure developed by M. Stocking and C. Lewis (1995) best served the purpose of controlling the observed exposure rates to the desired values as well as producing the lowest test overlap rates. The trade-off was that measurement precision was sacrificed to some extent. (Contains 4 tables, 9 figures, and 28 references.) (Author/SLD)

ED 420 723 TM 028 445

Beane, Allan L.; Jacobs, Martin J.; Miller, Thomas W.
Promoting Acceptance To Prevent Discipline Problems.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Behavior Problems; *Bullying; *Classroom Techniques; *Conflict Resolution; *Discipline; Elementary Secondary Education; *Prevention; Tables (Data); Teachers; Teaching Methods
IDENTIFIERS- *Acceptance; Strategy Choice

The purpose of this study was to use three public school action research teams to identify the most desirable, feasible, and effective system-centered strategies, peer-centered strategies, personnel-centered strategies, and child-centered strategies for promoting a sense of belonging. One hundred and sixty four strategies were examined. Eight school personnel in each of three school districts were asked to rate the desirability, feasibility, and grade appropriateness of the strategies for promoting acceptance, helping victims of bullying, and helping bullies. The study was rooted in humanistic psychology that maintains that every person has a prime need for acceptance, and that when this need is not met, students may engage in antisocial behavior. The findings of the study provide documentation and analyses of the most desirable and feasible strategies (in each category), facilitating the prioritizing of strategies. Once the priority strategies were identified, system-wide and school-wide action plans were developed and knowledge and practice. Offering food choices may reduce food waste. The solution to major childhood nutritional problems is to apply current information to improve children's diets and to support nutrition research. An appendix to the transcripts contains additional statements, letters, and materials submitted. (KB)

ED 420 405 PS 026 571

Pascal, Christine; Bertram, Tony
Effective Early Learning: Case Studies in Improvement. 0 to Eight Years Series.
PUB DATE- 97
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperation; Day Care; *Early Childhood Education; Educational Quality; Employer Supported Day Care; Evaluation Research; Foreign Countries; Nursery Schools; Partnerships in Education; Personal Narratives; Program Effectiveness; Program Evaluation
IDENTIFIERS- Day Care Quality; Involvement Theory; Playgroups; *Program Characteristics; United Kingdom; Vygotsky (Lev S)

This book presents nine case studies describing the experiences of practitioners involved in the first, developmental phase of the Effective Early Learning Research Project, providing a topical discussion of criteria and methodologies for evaluating and improving the quality of learning in a variety of early years settings in the United Kingdom. Each case study is accompanied by a set of questions posed by the editors which highlight the important features of the process and suggest ways in which early years workers can examine and reflect on their own practice. Intended for early childhood practitioners, the book provides first-hand accounts of the benefits to programs and the impact of collaborative partnerships between practitioners and researchers on program quality. Following an introduction describing the theoretical and philosophical underpinnings of the research, the case studies focus on the implementation of a process of externally validated self-evaluation, which leads directly to action planning and improvement. The sites for the case studies are as follows: (1) local education authority nursery school; (2) family center; (3) private day nursery; (4) preschool playgroup; (5) social services day nursery; (6) nursery class within a primary school; (7) private day nursery; (8) workplace nursery; and (9) primary school reception class. The book's final chapter examines issues which need to be considered by practitioners involved in a process of validated self-evaluation and improvement. Contains 95 references. (KB)

ED 420 406 PS 026 572

Kelty, Joanne Mary
An Examination of Hispanic Parent Involvement in Early Childhood Programs.
PUB DATE- 97
NOTE- 40p.; Master's Project, Grand Valley State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test,

Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; Higher Education; *Preservice Teacher Education; *Professional Development; Rural Areas; *Rural Environment; Rural Schools; Socialization; Student Attitudes; *Student Teachers; Teacher Education Curriculum; *Teaching Experience

The literature on teaching does not include the perspectives of the student teacher in learning to teach, particularly in rural contexts. This study explored the development of two early childhood education student teachers' pedagogical perspectives, with respect to enactment of curriculum in two rural contexts. Two case studies illustrate the phenomenological experience and meaning-making of each student teacher. The case studies were compared and contrasted with aspects of rural socialization and seven theories of a teacher's personal growth. The study identified conventional wisdom, cultural myths, and beliefs about the context of student teaching. Two significant findings that emerged from the experiences were that the two student teachers: (1) tend to reflect "rural socialization" that contradicts their spoken progressive ideology; and (2) "professional growth" was limited due to energy spent decoding the perceived power of the classroom context which was more urgent than decoding the cultural context or needs of the children. The study method reflects the view that pedagogy is a way of being, rather than an assembly of technical products. The findings pose implications for both teacher education and future research. (JPB)

ED 420 423 PS 026 596

Leibowitz, Sue L.; Chates, Alan I.
Transition Project: Observing Early Childhood Classrooms.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 39p.; Roundtable Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Followup Studies; Longitudinal Studies; *Outcomes of Education; Primary Education; *Transitional Programs
IDENTIFIERS- *Developmentally Appropriate Programs; Massachusetts (Worcester); Project Head Start

This study evaluated the effect a developmentally appropriate curriculum, implemented as part of a Head Start Transition Project for public kindergarten through third grade to maintain and enhance the benefits attained by Head Start children and their families. Participating were two cohorts of students in demonstration and comparison classrooms from eight schools in Worchester, Massachusetts. Classroom observation data were collected at the end of each of the 5 years using the Assessment Profile for Early Childhood Programs: Research Version; the ADAPT: A Developmentally Appropriate Practice Template was added in Year 3. Children were followed from kindergarten through grade 3, with Cohort 1 beginning

ED 420 440 PS 026 615

De Viteri, Jorge Saenz
From Teacher to Day Care Center Director!
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; *Administrator Responsibility; *Administrator Role; *Administrators; Career Choice; *Career Development; Career Planning; *Day Care Centers; Early Childhood Education; Management Development; Professional Development

This paper addresses the roles and responsibilities of a day care center director, based on the author's personal experience as an interim director during his junior year at college and a survey of other directors. The paper aims to provide insight into the reality of being a day care center director, particularly the acquisition of knowledge, skill, and training required to be effective. Various roles a director must perform are described, including that of the staff developer, accountant, personnel director, custodian, nutritionist, social worker, nurse, politician, activist, enforcer, mediator, and leader. The paper also discussed difficulties encountered while implementing changes in program operations. The results of the survey of day care center directors describes the career path and professional development of directors. Six ways to ease the transition from teacher to director are also discussed. Contains 10 references. (JPB)

ED 420 441 PS 026 618

Maggiolo, Carla E.
Defining the Unknown-Neglect.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; Child Abuse; *Child Neglect; Child Welfare; Classroom Environment; Elementary Education; *Elementary School Students; *Elementary School Teachers; Negligence; Teacher Guidance; *Teacher Student Relationship

Child neglect typically involves a failure on the part of parents, guardians or other responsible parties to provide for the child's basic needs, such as food, shelter, medical care, education opportunities, or protection and supervision. Intended to help teachers recognize the symptoms of child neglect in their students, this article discusses the manifestation of child neglect in the classroom. The article focuses on neglect as a specific kind of child abuse, and discusses kinds of neglect and how teachers can provide an island of safety for neglected children. Issues of neglect are considered, including the lack of physical care, emotional maltreatment, the effect of neglect on school performance, and the social and behavioral indicators of neglect, such as aggressiveness, hypervigilance, and dissociation. Based on interviews, the experiences of four teachers with neglected children in their classrooms are also examined. (JPB)

ED 420 442 PS 026 640

invitation letter, orientation and retreat agendas, evaluation forms, publicity release form, and fundraising letter. Also included are lists of Student Action with Farmworkers publications and materials for sale or loan; intern referral organizations by state, city, and organization type; and contact information, goals, intern responsibilities and qualifications, and intern support available for 76 organizations offering intern programs. (SAS)

ED 420 458 RC 021 527

College Choices Guide for Migrant Students and Parents = Guia de Elecciones de Universidades para Estudiantes Migrantes y sus Padres.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Admission; College Applicants; *College Bound Students; College Choice; College Entrance Examinations; *College Preparation; High Schools; Higher Education; *Migrant Education; *Migrant Youth; Parent Materials; *Paying for College; Student Financial Aid

This brief guide is a planning outline to help migrant students and parents prepare for, choose, and apply to college. The first section, "Thinking About College," offers specific tips for each grade from 9-12; discusses high school graduation requirements and college admission requirements, using Johnston County (North Carolina) schools and the North Carolina university system as examples; and describes four college admissions tests. The second section, "Applying to College," has a 5-point checklist of suggestions that cover planning early, studying and selecting schools, and applying. Section 3, "Paying for College," discusses applying for and getting financial aid. This section also lists six organizations that offer scholarships and financial assistance for migrant students. Each entry includes contact information, purpose, eligibility, and financial data. (SAS)

ED 420 459 RC 021 529

Young Children. IDRA Focus.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Cognitive Development; *Culturally Relevant Education; Developmental Stages; *Early Childhood Education; Early Reading; *Educational Strategies; *Emergent Literacy; Family Environment; Hispanic American Culture; Limited English Speaking; Parent Child Relationship; *Play; Theory Practice Relationship; Young Children
IDENTIFIERS- *Brain Development; Intercultural Development Research Association

This theme issue includes five articles that focus on educational, cognitive, and brain research with implications

The Vermont Employer/Teacher Internship Program was started in 1992 as a collaborative effort to place science and math teachers in related internships in business. In 1995, the Vermont School-to-Work (STW) Initiative joined the collaboration and the goal was expanded to teachers of all disciplines. Qualified educators, whose professional development interests match with meaningful projects in the workplace, are hired by employers to work full-time for six weeks in the summer. Internship experiences provide educators and employers with a direct cultural exchange: allowing educators to experience workplace practices and skills, and allowing employers to learn about their practices and products through the "eyes" and questions of professional educators. The 14 regional STW coordinators and their volunteers recruit qualified educators and employers, help employers to identify needed projects for educators to complete, assist in planning and implementation of summer internships, and facilitate ongoing evaluation and relationship-building. Following a list of program goals, the benefits of the program and participation criteria are listed for employers, educators and students, the school, and STW regional coordinators and volunteers. Attachments include sample forms and form letters and a timeline for the activities of STW personnel. (SV)

ED 420 475   RC 021 582

Voorheis, Greg; Meyer, Gregg; Van Houten, June
School-to-Work Risk Management.
PUB DATE- 97
NOTE- 13p.; In: Connecting Learning & Work: The Rural Experience. Proceedings of the School-to-Work in Rural Communities in the Northeast Technical Assistance Conference (Saratoga Springs, NY, November 17-18, 1997); see RC 021 578.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Labor; *Cooperative Education; *Education Work Relationship; *Insurance; Labor Legislation; *Legal Responsibility; *Risk Management; School Business Relationship; School Responsibility; Secondary Education; *Student Employment
IDENTIFIERS- Vermont

This paper examines risk and liability issues related to school to work (STW) programs. With the passage of the federal School-to-Work Opportunities Act of 1994, the distance between the school and the world of work is diminishing. The Act's requirement that students, schools, and employers become part of an integrated learning process brings the parties together in rather unique and unfamiliar roles. Child labor laws, liability laws and issues, and risk management directly impact operations of STW programs. Vermont and other states have formed statewide STW risk management committees, prepared risk management manuals, and provided multiple training sessions to all involved. STW stakeholders must understand the financial and legal exposures they are subject to when placing students off campus as part of an academic program. Key questions relate to health care insurance, who is responsible for insurance costs, coverage needed for various STW activities, and state and federal legislative mandates. Five major types of insurance are briefly described. Issues that need closer scrutiny and, in

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Research; *Educational Researchers; Educational Resources; Elementary Secondary Education; Graduate Study; Higher Education; *Science Education

Research presented in this "progress report" is identified and categorized as doctoral dissertations, journal articles, conference papers, and other documents. This one-year "snapshot" provides an overview of the field for experienced researchers, doctoral students, and practitioners who use research findings. A listing of the institutions where the research was completed is included for dissertations. A listing of journals searched and the number of articles found in each is also included. (DDR)

ED 420 493 SE 061 325

Snyder, Larry; Shreckengast, Craig
Integrating Science with Technical and Vocational Areas.
PUB DATE- 98
NOTE- 53p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Las Vegas, NV, April 16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemical Reactions; *Chemistry; Elementary Secondary Education; Environmental Education; *Integrated Curriculum; Interdisciplinary Approach; *Relevance (Education); Science Activities; *Science and Society; Science Education; Teaching Guides; Technical Education; *Vocational Education

This guide presents learning activities and lesson plans that integrate science with technical and vocational areas. Activities and plans are organized under broad headings such as Environmental Science and Acid Rain Research; Criminal Justice, Chemistry, and Narcotics; Children's Education and Services; Cosmetology; and Health Professions. Students are able to explore the collection and testing of rainwater, use narcotic testing modalities, develop a science activity appropriate for elementary-aged children, investigate the general characteristics of their own hair, and test several brands of antacid tablets for their ability to neutralize excess stomach acid. All activities include procedures, materials lists, graph grids, and data sheets. (DDR) analogy activity designed to overcome junior high school students' misconceptions about the microscopic views of phase change. Eighth grade students (N=80) were randomly assigned to either a control group receiving traditional teaching, or an experimental group participating in the analogy activity which asks the students to act as particles and work together to perform the conditions of phase changes. Findings indicate that the students of the experimental group did not perform statistically better than those of the control group in an immediate posttest. On the delayed test, a comparison between the two groups indicates that the analogy activity had a positive impact on students' understanding of certain concepts. Contains 26 references. (DDR)

ED 420 511 SE 061 526

Soyibo, Kola; McKenzie-Briscoe, B. O.
Relationships among Students' Grade Level, Gender, Location and School Type and Abilities To Comprehend Four Integrated Science Textbooks.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cloze Procedure; *Concept Formation; Foreign Countries; High School Students; High Schools; *Reading Comprehension; School Demography; Science Curriculum; Science Education; *Science Materials; Sex Differences; *Textbook Content; *Vocabulary
IDENTIFIERS- Jamaica

This study examines the extent to which some students comprehend four integrated science textbooks and the relationships among their grade level, gender, school location and type, and ability to comprehend the texts. Jamaican high school students (N=160) were the subjects of the study which involved data sources such as cloze, comprehension, technical, and nontechnical vocabulary tests. Results indicate that most of the subjects could not comprehend the texts. Urban and traditional school students significantly outscored their rural and nontraditional school counterparts on all the tests while Grade 9 students significantly outscored Grade 8 students on some tests. Girls significantly outscored the boys on two of the comprehension tests and there are significant correlations among the subjects' school location and type and performance on all tests, and grade level and gender and performance on some of the tests. Contains 24 references. (Author)

ED 420 512 SE 061 527

Koebley, Sarah C.; Soled, Suzanne W.
The Effects of a Constructivist-Oriented Mathematics Classroom on Student and Parent Beliefs about and Motivations towards Being Successful in Mathematics.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

accomplished the task, characteristics of effective professional development programs, a guide for scientists, the responsibilities of others in encouraging partnerships, strategies for attracting teachers to professional development programs, systemic professional development and science education reform, and evaluation of professional development programs. The appendices provide information on the geographic location and subject matter of the professional development programs that responded to researchers. An example of an inquiry-based laboratory exercise is also included. (DDR)

ED 420 536 SE 061 582

The Path to the Ph.D.: Measuring Graduate Attrition in the Sciences and Humanities.
PUB DATE- 96
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Degree Requirements; *Doctoral Degrees; *Doctoral Programs; Graduate Students; Graduate Study; Higher Education; *Humanities; *Sciences; Scientific Methodology; *Student Attrition

In 1995, doctoral degrees were granted to over 26,000 individuals in the sciences and humanities; however, many other individuals began graduate work with the same aspirations. There are no national estimates to indicate how many students make the decision each year to cease graduate work, but studies at a few selected academic institutions suggest that as many as half the students entering certain programs do not complete their degrees. This book discusses current approaches to the measurement of graduate attrition and identifying factors thought to contribute to it. A listing of databases for studies of graduate education in the United States, the basic design of a longitudinal tracking system for doctoral students, and an annotated bibliography are included. (DDR)

ED 420 537 SE 061 583

Science Teaching Reconsidered: A Handbook.
PUB DATE- 97
NOTE- 97p.; Prepared by the Committee on Undergraduate Science Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Educational Resources; Grouping (Instructional Purposes); Higher Education; Knowledge Base for Teaching; Learning Theories; Science Curriculum; *Science Instruction; *Science Teachers; *Scientists

This handbook is designed for college teachers who want to explore new ways to enhance student learning. The handbook draws on the knowledge of teachers and scientists with extensive experience in the natural sciences and a keen interest in effective science teaching, and is appropriate for anyone teaching undergraduate science. This handbook provides information on successful teaching practices in a variety of science courses and current research in undergraduate science education. Practical guidelines for experimenting with and changing teaching are also included. Topics covered include

NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *African Culture; *African History; African Studies; *Black Culture; *Black History; Black Studies; Childrens Literature; Cultural Activities; *Cultural Education; Elementary Education; Folk Culture; *Social Studies; Student Developed Materials; Student Publications
IDENTIFIERS- *African Americans

This book was written by 86 students in grades 3-8 at Westridge Elementary School (Littleton, Colorado) during a summer enrichment class. The book is for anyone who wants to learn about African-American culture and heritage. Chapter 1 gives an overview of African history before American contact, the introduction of slavery into America, the road to emancipation, reconstruction, the civil rights struggles, and America today. Chapter 2 describes famous 'firsts' and heroes with featured biographies of Lucy Terry Prince, Benjamin Banneker, Leroy B. (Satchel) Paige, Thurgood Marshall, Jackie Robinson, Daniel "Chappie" James, and Shirley Chisolm. Another section of the chapter contains short biographies of Estevanico Dorantez, Elizabeth Freeman, Olaudah Equiano, Norbert Rillieux, Elijah McCoy, Edmonia Lewis, Jan E. Matzeliger, Granville T. Woods, Daniel Hale Williams, Sarah B. (Madame) C. J. Walker, Charles Henry Turner, Ida B. Wells, William Christopher Handy, Carter G. Woodson, Bessie Coleman, Bessie Smith, Marian Anderson, Althea Gibson, and Wilma Rudolph. Chapter 3 discusses art, music, and dance in both Africa and the United States. Chapter 4 describes fun, food, and celebrations of African-American heritage. Chapter 5 includes eight stories common to African-American culture, a language section with words of African origin and Black English phrases, and a literature section for additional resources. The last chapter presents interviews with African-Americans who relate the importance of their culture, family traditions and values. The book contains numerous illustrations and photographs and concludes with a list of student and teacher participants and an index. (EH)

ED 420 561 SO 028 393

Kids Explore America's Japanese American Heritage. Westridge Young Writers Workshop.
PUB DATE- 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian History; *Asian Studies; Childrens Literature; Cultural Activities; *Cultural Education; Elementary Education; Folk Culture; *Japanese American Culture; *Japanese Americans; *Japanese Culture; Student Developed Materials; Student Publications

This book was written by 94 students, aged 8-14, at Westridge Elementary School (Littleton, Colorado) during a summer enrichment class. The book was written for anyone who wants to learn about Japanese-American culture and heritage. Chapter 1 gives an overview of Japanese history before American contact,

Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; Program Improvement; *Strategic Planning
IDENTIFIERS- *Greece

This volume contains the Educational Policy Review of Greece undertaken in 1995-96 at the request of the Greek authorities. The book contains two parts with 13 chapters. Part 1 provides the full text of the Background Report, prepared by the Greek authorities for the purpose of the Organisation for Economic Cooperation and Development (OECD) Review. Part 1 chapters include: (1) "Educational Policy-Making, Administration and Management"; (2) "Introduction to the Greek Education System"; (3) "Structure of the Education System"; (4) "Linking of the Education System with the Training System"; (5) "Resources"; (6) "Equity Aspects of Education: Distribution of Educational Opportunities by Region and Sex"; and (7) "Efficiency Aspects of the Education System." Part 2 is the Examiners' Report on which the Committee discussion was based. Part 2 chapters include: (1) "The Setting"; (2) "School Education"; (3) "Higher Education"; (4) "Educational Policy-Making, Administration and Management"; (5) "A Strategy for Change"; and (6) "Issues for Discussion." The annex describes recent reform measures in Greek education. (EH)

ED 420 583 SO 028 807

Reviews of National Policies for Education - Czech Republic.
PUB DATE- 96
NOTE- 188p.; For the report on Greece, see SO 028 806.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Economic Development; Educational Assessment; *Educational Change; *Educational Development; Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; International Cooperation; Program Improvement; *Strategic Planning
IDENTIFIERS- *Czech Republic

This report analyzes the difficulties encountered in the transformation of education in the Czech Republic and identifies change in policies and structures that could stimulate further reform in the needed directions. The book contains two parts with 15 chapters. Part 1 describes the development of education since the political change as rapid and responsive in some areas and less substantial and constrained in others. Part 1 chapters include: (1) "Educational Reform in the Context of Transition"; (2) "Human Resources, Socio-economic and Political Developments"; (3) "Institutional Structure and Curriculum Changes: Quantitative and Qualitative Developments"; (4) "Working Conditions and Training of Teachers"; (5) "Governance, Administration and Evaluation of the Education System"; (6) "New Approaches to Educational Financing"; and (7) "Conclusions and Key Issues." Part 2 is the Examiners' Report which addresses the new expectations for Czech education and training and contains the 11 recommendations for new policies and structures which could promote and support needed change. Part 2 chapters include: (1) "Human Resources Development in a Transition Economy"; (2) "Structuring the Education System for Equity"; (3) "Curriculum Development in General Education"; (4) "Student Progression and Assessment"; (5) "Reinforcing Quality in the Teaching Force"; (6) "Effective Administration and Quality Assurance"; (7)

Hinitz, Blythe F.; Stomfay-Stitz, Aline M.
Cyberspace: A New Frontier for Peace Education.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Conflict Resolution; Distance Education; *Global Education; Higher Education; Information Technology; Networks; *Peace; *Telecommunications
IDENTIFIERS- Cyberspace

This paper explores four dimensions of telecommunications as resources for peace education: (1) advocacy for special issues or concerns as a social action component; (2) enhancement for teaching peace education and conflict resolution; (3) links in cyberspace as an added dimension for partnerships and collaborative projects; and (4) expansion of expertise through technology and collegial contacts in other global centers. Evidence collected from several disciplines in a global search for projects, processes, and products could offer a blueprint for action for those in peace education. Survey results are shared on the attitudes of 50 peace educators throughout the world on the potential of telecommunications. (EH)

ED 420 607 SO 028 842

Bibliography of Assessment Alternatives: Social Studies. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 40p.; For earlier "Social Studies" bibliographies in this series, see ED 398 109 and ED 374 055.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Needs Assessment; Performance Based Assessment; *Portfolio Assessment; *Social Studies; *Student Evaluation
IDENTIFIERS- Alternative Assessment

This annotated bibliography presents articles reflecting some of the current holdings on alternative and innovative assessment in the social studies at the Assessment Resource Library. There are two sections to the bibliography: a listing of the articles themselves in alphabetical order by primary author, and an index. Each document is described using the set of descriptors at the beginning of the index. (EH)

ED 420 608 SO 028 844

Morin, Francine
The Orff-Schulwerk Movement: A Case Study in Music Education Reform.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Differences; *Social Influences; Socioeconomic Status; *Teacher Attitudes; *Teacher Expectations of Students; Urban Schools

This paper examines inequalities in education resulting from differences in community social class, using data from a study of high school teachers' work in different communities conducted in the 1980's and repeated in the 1990's. The 1985 study of schools in upper middle class, working class, and lower class neighborhoods indicated that there were enormous discrepancies in students' education. However, differences in functioning of schools in different social class settings were effectively hidden from view by talk of the American high school as a single, unified institution and by sociological analysis that saw students' social class background as the source of their differences in academic achievement. In 1995, a similar study was conducted in five of the original schools, with interviews of teachers and principals, classroom observations, and document collection. Again, the differences between schools in communities that differed in social class was striking. Though all schools shared several features (layout, daily schedule, pattern of classes, curricular scope, and teacher responsibility), there were noticeable differences depending on the socioeconomic status of the neighborhood. The schools differed greatly in resources, custody and control, sorting function, general socialization, and academic education. (Contains 72 references.) (SM)

ED 420 630 SP 037 989

da Costa, Jose L.; Marshall, Jody L.; Riordan, Geoffrey
Case Study of the Development of a Collaborative Teaching Culture in an Inner City Elementary School.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Case Studies; Collegiality; Elementary Education; Elementary School Teachers; *Faculty Development; *Inner City; Leadership Styles; Participative Decision Making; Principals; School Based Management; Teacher Attitudes; *Teacher Collaboration; Teacher Improvement; *Urban Schools

This study focused on innercity elementary school staff perceptions of the process they engaged in, which emerged from the principal's initiative to move the school culture in a more collaborative direction and thus further develop pedagogical practice and student social and academic growth. Research in this case study involved observations and semi-structured interviews with all staff members at one school. Researchers completed interviews twice during the 1997-1998 school year. The interviews emphasized perceived changes that were being implemented at the school as a result of government, district, and school initiatives, particularly those initiatives initiated by the teachers and principal themselves. Six findings have emerged from this ongoing study to date: (1) devolution of decision making power to the school site, (2) leadership style of the principal, (3) role of personal friendships in work-focused groups, (4) administrative support for teacher professional development, (5) need for the staff to develop a shared vision statement, and (6) variety of social and academic learning opportunities being provided to students.

surveys on actual versus desired level of parental involvement in education, school role in encouraging parental involvement, parental involvement in school policy decisions, at-home parental involvement, and validity of criticisms commonly made of parents. A total of 1,306 students completed self-administered surveys during English class, and 1,035 teachers completed telephone interviews. Overall, teachers and students were positive about the role that parents could and did play in supporting public schools and children's education. They welcomed parental involvement, believing that parents should take active roles, though not leadership positions. Many teachers had higher parent expectations than they did in 1987. Most students felt their parents were actively involved in and supportive of their education at home and school. There was a strong, consistent association between students' academic success and the extent to which they felt their parents took an interest in and supported their academic and personal aspirations. Teachers were generally satisfied with the frequency of contact with parents. There were some stark differences between the experiences of urban teachers and suburban or rural teachers. (SM)

ED 420 649 SP 038 009

Brandt, Ron
Powerful Learning.
PUB DATE- 98
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Learning Strategies; *Organizational Climate; School Culture; Social Environment; Student Motivation
IDENTIFIERS- Knowledge Acquisition; Learning Communities; *Learning Organizations

This book describes conditions that promote learning in school, providing examples of real schools to illustrate how those conditions apply to students in the classroom. The conditions are as follows: (1) people learn what is personally meaningful to them, (2) people learn when they accept challenging but achievable goals, (3) learning is developmental, (4) individuals learn differently, (5) people construct new knowledge by building on their current knowledge, (6) much learning occurs through social interaction, (7) people need feedback to learn, (8) successful learning involves use of strategies (which themselves are learned), (9) a positive emotional climate strengthens learning, and (10) learning is influenced by the total environment. Schools as learning organizations should: (1) have incentive structures that encourage adaptive behavior; (2) have challenging but achievable shared goals; (3) have members who can accurately identify the organization's stages of development; (4) gather, process, and act upon information in ways best suited to their purposes; (5) have an institutional knowledge base and processes for creating new ideas; (6) exchange information frequently with relevant external sources; (7) get feedback on products and services; (8) continuously refine their basic processes; (9) have a supportive organizational culture; and (10) be open systems, sensitive to the external environment. (Contains 62 references.) (SM)

ED 420 650 SP 038 010

performance assessments, and assessments that rely on direct personal communication with students. Part III then turns to classroom applications. These four chapters deal with the assessment of different kinds of achievement targets, examining the match between the target addressed and the assessment methods studied. Standardized tests are considered in this section. Part IV contains four chapters, each dealing with a different form of communication about student achievement from various perspectives. As a guide to assessment practices, this book contains many practical assessment ideas to help make assessments more effective and efficient. An accompanying book of cases offers the opportunity to reflect on and apply the principles introduced in this text. (Contains 73 figures, 20 tables, and 70 references.) (SLD)

ED 420 668   TM 028 343

Taschereau, Suzanne
Evaluating the Impact of Training and Institutional Development Programs: A Collaborative Approach. EDI Learning Resources Series. SUNY Series, Teacher Preparation and Development.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Case Studies; *Cooperation; Data Analysis; Data Collection; *Evaluation Methods; Evaluation Problems; *Institutional Advancement; *Program Evaluation; Questionnaires; Sampling; *Training
IDENTIFIERS- *Impact Evaluation

This manual is intended for managers of training and institutional development programs. Its objective is to provide clear and practical advice for those who conduct impact evaluations. Impact evaluation is distinguished from other types of evaluation by the area of the program on which it focuses, the assessment of the extent to which a program has caused desired changes in the target audience. This manual uses a training program developed by the Economic Development Institute and the Foundation for Advanced Studies on International Development, a Japanese partner, as a case study to illustrate the aspects of a practical and collaborative approach to impact evaluation. The following steps in an impact evaluation are discussed: (1) focusing the evaluation; (2) planning the evaluation design; (3) deciding on the sample and the methodology; (4) developing the questionnaire; (5) collecting data through interviews, observations, and documents; (6) analyzing and interpreting the data; and (7) reporting the results and making recommendations. Four appendixes contain an annotated bibliography of 20 sources, an evaluation of the case study program, a description of another program evaluation, a questionnaire sample, and a final evaluation report outline. (Contains four tables, two figures, and 23 references.) (SLD)

ED 420 669   TM 028 344

McTaggart, Robin, Ed.
Participatory Action Research: International Contexts and Consequences.
PUB DATE- 97

explains why assessment is so important, while the second chapter explains how assessment fits into the classroom. Chapter 3 explores the standards of quality assessment, what parents should look for, and how to communicate with the school about assessment. Chapter 4 reviews what parents can do to help. A parents' list of seven resources is included. (Contains four tables.) (SLD)

ED 420 686 TM 028 361

Johnson, Janet L.; Donley, Jan
Accelerated Schools Project Technical Document.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Environment; Elementary Education; Instructional Leadership; Mathematics Instruction; *Partnerships in Education; Program Evaluation; Reading Instruction; School Districts; Surveys; Tables (Data); *Test Results; Writing (Composition)
IDENTIFIERS- *Accelerated Schools; *North Carolina

The North Carolina Partnership for Accelerated Schools includes nine schools in five counties in North Carolina. Representatives from the state Department of Education, the local school agencies, and the teacher educators from North Carolina State University and East Carolina University have worked together to implement the project, which works to provide high quality powerful learning experiences for all students through employing democratic principals and empowering the total school community. An evaluation was planned for the 1996-97 school year. Evaluators were asked to provide Climate Survey Item Response reports to each school, a summary report of program outcomes and highlights, and a technical report (this document). This report provides a full account of the data highlighted in the summary report. A chart lists the evaluation questions, the information source, data descriptions, a discussion of the method of analysis, and the date collected. The Climate Survey is included, and results of the survey are presented for all schools for all items, with the percentage of respondents strongly agreeing or disagreeing. Changes in the percent agreeing or disagreeing are reported for each item by comparing the previous survey responses (fiscal year 1995 or school year 1996) with the current replies. End of grade reports are included, to the extent available, for grades 3, 4, 5, and 6 for reading, writing, and mathematics. (Contains 56 tables.) (SLD)

ED 420 687 TM 028 362

Schiel, Jeff
Interpreting Differences between Mean ACT Assessment Scores. ACT Research Report Series 98-1.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; *High School Students; High Schools; *Scores; *Statistical Significance;

ED 420 706 TM 028 428

McInerney, Dennis M.; McInerney, Valentina; Bazeley, Pat; Ardington, Angela

Parents, Peers, Cultural Values and School Processes: What Has Most Influence on Motivating Indigenous Minority Students' School Achievement? A Qualitative Study. Study 1 - Competition.

PUB DATE- 98

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *Achievement Need; *American Indians; *Competition; Cultural Differences; Minority Groups; Navajo (Nation); Research Methodology; Secondary Education; *Secondary School Students; Student Attitudes; Student Motivation; *Values

IDENTIFIERS- Navajo Reservation

This paper describes research into the nature of the achievement goals and values held by students from Window Rock High School on the Navajo Reservation (Arizona). It examines the compatibility of these student-held goals and values with goals and values promoted by classrooms and schools, and the impact individual, family, peer, class, and school-held goals and values have on student achievement, motivation, and school retention. The specific focus is on the value of competition in the cultural and school contexts of Navajo students. An emphasis is the methodology used to obtain and analyze data. The research was conducted through interviews with 20 students from grades 8 through 12, 10 members of the Navajo community, and 9 Navajo teachers. There appears to be considerable disagreement about the cultural relevance of the value of competition for Navajos participating in the interviews. Some community members and teachers believed that competition was not a traditional value, but others believed the Navajo people have always been competitive. Both groups agreed that competition was becoming more common and increasingly important for the Navajo student. However, students believed that setting goals to improve one's personal best was more appropriate and motivational than competing with others. The divergence between student and adult beliefs raises the question of how students perceive the school environment. The desire of students to improve on their personal best may not be capitalized on effectively in the schools. The study questionnaire is attached. (Contains 1 table and 22 references.) (Author/SLD)

ED 420 707 TM 028 429

McInerney, Valentina; Marsh, Herbert W.; McInerney, Dennis M.

The Designing of CALM (Computer Anxiety and Learning Measure): Validation of a Multidimensional Measure of Anxiety and Cognitions Relating to Adult Learning of Computing Skills Using Structural Equation Modeling.

PUB DATE- 98

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adults; Cognitive Processes; *Computer Anxiety; Computer Literacy; Factor Analysis; Foreign Countries; Goodness implemented. The effectiveness of the strategies will be evaluated through surveys of certified personnel and students, interviews, focus groups, and analysis of reports. (Contains 5 tables and 13 references.) (SLD)

ED 420 724 TM 028 446

Carriedo, Ruben
Commentary on National Test.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Center for Research on Evaluation, Standards, and Student Testing Assessment Conference (Los Angeles, CA, September 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Educational Assessment; Educational Planning; Educational Policy; Elementary Secondary Education; Minority Groups; *National Competency Tests; Public Schools; *Student Evaluation; Test Construction; *Test Use; *Testing Problems; Testing Programs; Urban Schools
IDENTIFIERS- *San Diego Unified School District CA

The administrator in charge of assessment for the San Diego (California) schools discusses the district's decision about whether or not to endorse a national test. The San Diego schools serve 135,000 urban students in 165 schools, 31% of whom are Latino, 22% Asian Indochinese, 18% African American, and 29% White. Before San Diego would want to participate in a national test, the district's administrators would have to be convinced that the test would meet several criteria. First, they would need a clear understanding of the purpose of the national test, and it could not be simply another test to add to the existing program. The national test would have to be part of a cogent assessment plan that uses multiple assessments to measure student achievement. It would need to be standards-based, relying on a national consensus on what students should know and be able to do, and it would need to be linked to essential parts of the educational system. To be accepted, a national test would need to be "doable," so that the practical problems of testing are addressed. A final criterion is that the national test must recognize state and local content. San Diego is open to the national test proposal, but needs more information about its purpose. The stakeholders of the San Diego community hold district administrators to these criteria, and a national test must adhere to them also. (SLD)

ED 420 725 TM 028 447

Jiang, Hai; Tang, K. Linda
New Method of Calibrating IRT Models.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Item Response Theory; *Mathematical Models; Simulation; *Test Items
IDENTIFIERS- *Calibration; *Optimization; Three Parameter Model

This discussion of new methods for calibrating item response

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Differences; Hispanic American Culture; *Hispanic Americans; *Kindergarten; *Parent Attitudes; Parent Background; Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Conferences; Parent Workshops; *Preschool Education; Preschool Evaluation; School Surveys; Spanish Speaking

A bilingual survey was developed to register the feelings of parents toward involvement in their children's preschool and kindergarten and to determine the unique needs of parents during interactions with the schools. The survey was tested with 50 parents, and the results were tabulated to determine differences between the feelings of Hispanic and non-Hispanic parents. Findings indicated that Hispanic parents are comfortable with the parent activities at the child development center their children attend. The Spanish-speaking parents are most comfortable with the parent conference format and the interactive workshop format, but less comfortable with the home visit format. The degree of outreach success of various school activities was noted and included the enrollment process, open house, home visits, parent conference, telephone conference with a teacher, and the Friendship Celebration. Important issues parents considered before participating in these events included child care, transportation, and personal contact with the school. Hispanic parents rated personal contact with the school prior to an event as the most important element in making them feel comfortable. Based on the findings, recommendations are offered for further encouraging Hispanic parents to participate in school activities. (Spanish and English language versions of the survey are included, as well as sample comments from both groups of parents.) (JPB) kindergarten in 1992 and Cohort 2 in 1993. At demonstration schools, monthly teacher in-service training was given during the first 2 years and additional funds were made available to purchase materials. Comparison schools did not receive any Transition Project resources, although some underwent considerable reform and received considerable classroom resources. Findings indicated that classrooms receiving resources to create developmentally appropriate classrooms and with a principal committed to the philosophy of developmentally appropriate practice were further advanced in providing a developmentally appropriate environment than classrooms which did not receive or fully implement these resources. Further, there was a general decrease in the use of developmentally appropriate practices over the years, but an increase within classes from year to year. (Appendices include descriptive data summaries. Contains 13 references.) (KB)

Louisiana School-Based Health Centers: Annual Services Report, 1996-1997. Adolescent School Health Initiative Report.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Annual Reports; Child Health; *Comprehensive School Health Education; Elementary Secondary Education; Health Programs; Health Promotion; Health Services; Program Descriptions; *School Health Services
IDENTIFIERS- Louisiana; Risk Taking Behavior; School Based Services

Since 1991, 23 school health centers have been established to serve children and families through locally sponsored health and education partnerships to improve the health and learning potential of Louisiana's public school students. This report presents information on the program operation in 1996-97. Section 1 of the report describes the growth of the program and defines Louisiana's guidelines for school-based health centers. Section 2 details reasons for visits to school health centers. Section 3 presents a profile of each health center, including names and positions of staff, advisory committee members, special services, community collaborations, and human interest highlights. Findings noted in the report indicate that in the fourth full year of program operation, the number of school health centers expanded from 16 to 23, with a 50 percent increase in visits. Seventy-seven percent of students enrolled in schools with health centers obtained parental consent and registered for services, and 75 percent of registrants received services at school health centers. In 1996-97, over half the students in schools with health centers received health education instruction in the classroom. Several additional services were provided to reduce high-risk behaviors, including peer education, conflict resolution/violence prevention, life skills training, nutrition, Hepatitis B vaccination, tutoring, abstinence education, and tobacco, alcohol, and drug abuse prevention. Testimony from parents at public hearings convened by the Governor's Task Force on School-Based Health Clinics affirmed that parents were appreciative and supportive of the services. Community leaders emphasized the community support by the centers. Appendices contain the Adolescent School Health Initiative Act and a financial statement. (Author/KB)

for early childhood educators, including those who work with limited-English-proficient, minority, and economically disadvantaged children. "Coming to Grips with Reading Instruction at the Early Grades" (Christie L. Goodman) reports research findings that address how children learn to read and outlines successful strategies for enhancing literacy development, both at school and home. "Do You Want Your Students To Be Readers? All It Takes Is 15 Minutes a Day" (Juanita Garcia, Hilaria Bauer) discusses the socio-psycho-linguistic aspects of literacy development and the "book talk" teaching strategy, which creates physical and social contexts that encourage children to read and express their opinion about what they've read. "Snapping Synapses in the Early Years" (Bradley Scott) describes research findings that a person's capacity to learn depends on an interplay between nature and nurture, and its implications for providing a good learning environment given the social problems that children face. Practices supportive of good learning environments are suggested for parents and other adults, policy makers, and schools. "Retrato de mi familia: A Portrait of My Hispanic Family" (Rebeca Maria Barrera) discusses how Hispanic family rituals are central to Hispanic culture, and presents strategies for incorporating culture into the classroom and for working with a student's whole family. "Child's Play" (Yojani Fatima Hernandez) discusses the importance of play in childhood learning, types of play, and how to promote play and encourage social interactions. "IDRA Kicks Off 25th Anniversary Celebration" gives a brief history of the Intercultural Development Research Association and its accomplishments. A sidebar presents findings from brain development research. (TD) some cases, federal action include delineating the employment relationship, defining nonpaid work based learning, producing a national technical assistance guide, workers' compensation and paid work-based learning, student health and safety on the job, a central information source, definitions of insurance coverage, insurance product review and development, and liability in areas other than physical injury. Tables of insurance options for various activities and an STW risk matrix are included. (SV)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Change; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Motivation; *Parent Attitudes; *Student Attitudes

The effects of a constructivist-oriented curriculum on the beliefs and motivations of students and parents toward being successful in mathematics were examined. Specifically, the question of the influence of constructivist activity on individual beliefs in and motivations toward task-orientation rather than ego- or work-avoidance-orientation was analyzed with respect to student attitudes and the attitudes of the students' parents. Results indicated that project students were significantly more likely to orient themselves toward the task and internal schemes of reward rather than external motivators. The parents of project students, on the other hand, demonstrated an orientation in beliefs toward ego orientation and work avoidance, even when these parents participated in activities to inform them of constructivist ideology and focus. These results are interpreted with regard to the literature on the larger social and cultural forces which shape efforts at curriculum reform, and to the potential effects of the indicated beliefs on reform efforts, specifically the propensity of parents to exert pressure to control the nature and direction of reform efforts in general. Contains 53 references. (Author/NB)

general principles of how teachers teach, lectures, discussions, collaborative learning, scientific research as a learning model, misconceptions as barriers to science learning, evaluation of teaching and learning, testing and grading, choosing and using instructional resources, getting to know the students, societies and organizations involved with science teaching and science-related issues, periodicals pertaining to undergraduate science education, and laboratory issues. Contains 143 references. (DDR)

ED 420 538 SE 061 584

Fortier, John D.; Grady, Susan M.; Moser, James M.; Grunow, Jodean E.
Wisconsin's Model Academic Standards for Mathematics. Bulletin No. 8160.
PUB DATE- 98
NOTE- 42p.; For science standards, see SE 061 585.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Standards
IDENTIFIERS- Wisconsin

This document contains Wisconsin's Model Academic Standards for Mathematics. The Wisconsin Model Academic Standards for Mathematics are designed to be general guidelines which may be adopted or adapted by local school districts with cooperation and input from parents and other concerned citizens. They are important goals for all students from which individual schools can build a complete curriculum specific to the needs of the district and the students. Sample tasks and student work designed according to the standards are presented. Standards are presented for six areas: (1) Mathematical Processes; (2) Number Operations and Relationships; (3) Geometry; (4) Measurement; (5) Statistics and Probability; and (6) Algebraic Relationships. Contains a glossary. (ASK) the immigration of Japanese to America, the discrimination and exclusion faced by the Japanese, service in World War II, the internment camps, the struggle to redress the injustices by the U.S. government, and the situation in the United States today. Chapter 2 provides four personal narratives from families about their grandparents experiences in the United States. Chapter 3 discusses culture and the arts, including festivals, martial arts, music and dance, the tea ceremony, singing, architecture, calligraphy, and selected young Japanese-American artists. Chapter 4, "Famous Firsts and Heroes," features biographies of Takino Washimi Takamatsu, John Aiso, Minoru Yasui, Tsuyako "Sox" Kitashima, Yoshiko Uchida, Ellison S. Onizuka, and Kristi Yamaguchi. Another section of the chapter contains short biographies of Joseph Heco, Fred Wada, Minoru Yamasaki, John Naka, Mike Masaoka, Yuri Kochiyama, Sadao Munemori, Sayuri Harami, Patsy Takemoto Mink, Dr. Paul I. Terasaki, Edison Uno, Norman Mineta, Noriyuki "Pat" Morita, Lawson Fusao Inada, and Daniel Nakumura. Chapter 5 includes three folktales common to Japanese culture, a language section with practice in writing Japanese along with expressions and common Japanese words, and a literature section for additional resources. Chapter 6 presents interviews with Japanese who relate the importance of their culture, family traditions and values. The last chapter presents hands-on activities including crafts, games, and recipes for traditional foods. The book contains numerous illustrations and photographs and concludes with a list of student and teacher participants, a glossary of Japanese words, and an index. (EH)

"Vocational and Technical Education and Training"; and (8) "Recommendations." (EH)

ED 420 584 SO 028 811

Fair, Kristi
Passing and Failing Learners: Policies and Practices in Ondangwa and Rundu in Grades 1 to 3, Volumes I and II.
SPONS. AGENCY- United Nations Children's Fund, New York, NY.
PUB DATE- 94
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Failure; *African Studies; *Area Studies; Case Studies; *Comparative Education; Developing Nations; Evaluation; *Failure; Foreign Countries; Low Achievement; Performance; *Primary Education; Qualitative Research
IDENTIFIERS- Namibia

This two volume document investigates the policies and processes that result in learners failing or passing in grades 1-3 in Ondangwa and Rundu education regions of Namibia. The first volume is a synthesis of the research, while volume two presents the "raw" data provided to help ground the reader in real life school settings. Ondangwa and Rundu were selected because the number and percentages of learners failing are highest in these regions and because there seemed to be little relationship between school inputs and pass rates. The research was qualitative and consisted of interviews with Regional Office personnel, principals, teachers, parents, and learners; an examination of school and Ministry documents; and classroom observations. The sample included six schools in each region for a total of twelve schools, which were subdivided according to pass rates of students. Recommendations highlight areas that required attention and suggested ways of bringing pass/fail practices in line with Ministry policy. Recommendations are made in the areas of communication; policy-making; document and materials' distribution, revision and production; and training. (EH)

DESCRIPTORS- Aesthetic Education; Change; *Educational Change; Elementary Secondary Education; Fine Arts; Foreign Countries; Higher Education; Movement Education; Music; *Music Education; Music Teachers; Music Techniques; *Orff Method; Teaching Methods
IDENTIFIERS- Canada; *Orff (Carl)

This study explores a significant educational reform effort dedicated to the establishment of music programs based on the pedagogical theories of Carl Orff in Canadian schools. Archival and interview data pertinent to the inquiry were collected, analyzed, and presented using a historical organizational scheme. Findings show how every facet of music education -- from systematic change in higher education and public schools to reforms in policy, practice, and curriculum -- has been profoundly affected. The success of the movement was due to critical factors, such as: (1) effective transformational leadership; (2) establishment of a comprehensive, three-level teacher training model; (3) continual offerings of pragmatically-oriented workshops and conferences; (4) establishment of a national network; (5) a favorable climate for change; (6) adaptable and appealing pedagogical theory; (7) strong links between theory and practice; (8) administrative and financial support; (9) stewardship and solidarity; (10) media coverage; (11) support of the music industry; and (12) forums for communication. (EH)

ED 420 609 SO 028 845

Huff, Lehn; Dube, Clayton
Early Chinese History: The Hundred Schools Period. China's Golden Age of Philosophy. A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Chinese Culture; *Confucianism; Foreign Countries; Non Western Civilization; *Philosophy; Religion; Secondary Education; Social Studies; *Taoism
IDENTIFIERS- *China; Hundred Schools Period (China)

In this unit students examine the four most influential Chinese philosophical traditions developed during the Zhou period (roughly 6th-3rd centuries B.C.E.). The four philosophies students study include: (1) Confucianism; (2) Mohism; (3) Daoism (Taoism); and (4) Legalism. In three lessons, students compare the ideas of these schools and explore how such ideas were conditioned by and, in turn, impacted society, economy, government, and culture. The unit uses a "dramatic moment" situated in the historic context and provides primary sources for students to examine during the course of the unit. The unit also contains "Teacher Background Materials" and "Lessons Plans with Student Resources." (EH)

Contains 19 references. (SM)

ED 420 631 SP 037 990

Green, Malinda Hendricks
Paradoxical Attitudes among a College of Education Faculty towards Ethnic Diversity.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Cultural Awareness; *Diversity (Student); Ethnic Bias; *Ethnic Groups; Higher Education; Individualism; Preservice Teacher Education; *Racial Bias; *Teacher Attitudes; Traditionalism; Values
IDENTIFIERS- Egalitarianism; Progressivism

This study investigated conflicting attitudes toward diversity among college of education faculty at one metropolitan, southwestern university, focusing on their personal attitudes toward ethnic diversity. The study looked at whether they could simultaneously hold progressive and traditional values, egalitarian and individualistic attitudes. This coexistence is referred to as "aversive racism." Participants were 104 full-time faculty. Their ethnic makeup was predominantly Caucasian, with some African Americans and Native Americans and some of mixed ethnic makeup. A total of 51 percent completed a survey instrument that provided prompts reflecting the dual attitudes of individualism (traditionalism) and egalitarianism (progressivism). The study attempted to determine whether individuals who responded more agreeably to the progressive/liberal statements would also respond in agreement with the more traditionalist/conservative statements. Data analysis indicated that faculty members held conflicting attitudes, which could result in "aversive racism." (Contains 19 references.) (SM)

Hinchey, Patricia H.
Finding Freedom in the Classroom: A Practical Introduction to Critical Theory. Counterpoints, Volume 24.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Critical Theory; *Critical Thinking; Educational Change; Elementary Secondary Education; Social Change; *Social Theories; Social Values; Teachers
IDENTIFIERS- *Critical Pedagogy

This book introduces critical theory, providing a practical starting point for teachers interested in exploring alternatives for creating a new kind of classroom experience, both for themselves and their students. Critical theory offers most educators an approach to education that is radically different from the norm. This book provides the critical theorist's vision of a better world through a different kind of education. The eight chapters are as follows: (1) Who Cares? Why Theory--And Critical Theory in Particular--Matters; (2) Unpacking "The Way it Is": Constructed Consciousness and Hegemony; (3) Rethinking What We Know: Positivist and Constructivist Epistemology; (4) Rethinking Ed Psych 101: Instrumental Rationality and Post-Formalism; (5) Rethinking Authority: Cultural Capital. (6) Rethinking Agendas: Social Reproduction and Resistance; (7) Refocusing: Critical Consciousness/Conscientization; and (8) So After Theory, What? Praxis and Empowerment. (SM)

NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Action Research; *Educational Research; *Evaluation Methods; Foreign Countries; *Participation; *Political Influences
IDENTIFIERS- *Participatory Design; Participatory Evaluation

The collection of essays in this book illustrate commonalties and differences among the theories, practices, and forms of organization of participatory action research in different countries. Participatory action research expresses the recognition that all research methodologies are implicitly political in nature, and this is reflected in the various essays. The following are included: (1) "Reading the Collection" (Robin McTaggart); (2) "Guiding Principles for Participatory Action Research" (Robin McTaggart); (3) "Action Research: A Closed Chapter in the History of German Social Science?" (Herbert Altrichter and Peter Gstettner); (4) "Action Research: The Problem of Participation" (Clem Adelman); (5) "Participatory Action Research in Colombia: Some Personal Feelings" (Orlando Fals Borda); (6) "Toward an Epistemology of Participatory Research" (Anil Chaudhary); (7) "Participatory Educational Research in Australia: The First Wave--1976 to 1986" (Shirley Grundy); (8) "Participatory Research in Venezuela: 1973 to 1991 (John Dinan and Yuraima Garcia); (9) "A Background to Action Research in Spain" (Maria Saez Brezmes); (10) "Sources of a Theory for Action Research in the United States of America" (William H. Schubert and Ann Lopez-Schubert); (11) "Integrating Participatory Action Research Tools in New Caledonia" (Jean Delion); (12) "Action Research: Improving Learning from Experience in Nurse Education in Thailand" (Arphorn Chuaprapaisilp); and (13) "A Census as Participatory Research" (Srilatha Batliwala and Sheela Patel). References follow each chapter. (SLD)

Tables (Data); Test Items; *Test Results
IDENTIFIERS- *ACT Assessment

This report examines both the substantiveness and statistical significance of differences between mean American College Testing (ACT) Program assessment scale scores. The first part of the report describes the development and results of a method for interpreting the substantiveness of mean differences in terms of test items correctly answered. For example, if Group A has a mean ACT Composite scale score of 20.9 and Group B has a mean Composite scale score of 21.0, then each student in Group B has correctly answered either one more item on the English test or one more item on the Mathematics test, relative to students in Group A. In the second part of this report, several methods for interpreting ACT Assessment mean differences, including the method above, are applied to sample data. Data used in this study consist of 10% systematic random samples of ACT-tested students from the high school graduating classes of 1994, 1995, and 1996. (Contains 8 tables, 1 figure, and 11 references.) (Author/SLD)

of Fit; Higher Education; *Structural Equation Models; Tables (Data); *Test Construction; Test Items; *Undergraduate Students
IDENTIFIERS- Australia; *Multidimensionality (Tests)

This paper discusses the process through which a powerful multidimensional measure of affect and cognition in relation to adult learning of computing skills was derived from its early theoretical stages to its validation using structural equation modeling. The discussion emphasizes the importance of ensuring a strong substantive base from which to develop reliable items for a measure, as well as the usefulness of gathering qualitative data both in the factor and item design stages to supplement the confirmatory factor analyses. The Computer Anxiety and Learning Measure (CALM) was developed and then validated using a sample of 794 undergraduates in the Sydney (Australia) area. About 70% of the sample came from an English-speaking background, and they represented four university faculties. The original 100 items were reduced to 65 through a combination of exploratory and confirmatory factor analyses and the evaluation of item face validity by three independent raters. Eleven first-order and two second-order factors were subsumed into four subscales. Results from the multimethod techniques used to validate this instrument provide strong support for the validity and reliability of the CALM measure, which appears to have wide applicability for the assessment of anxiety and negative cognitions of adult learners about computer use. Two appendixes contain information on goodness of fit statistics and standardized estimates for the individual CALM items. (Contains 1 figure, 7 tables, and 48 references.) (SLD)

theory (IRT) models looks into new optimization procedures, such as the Genetic Algorithm (GA) to improve on the use of the Newton-Raphson procedure. The advantages of using a global optimization procedure like GA is that this kind of procedure is not easily affected by local optima and saddle points. Because these procedures do not use gradient information, they can be implemented easily to higher dimensional data, even though they converge more slowly than the Newton-Raphson approach. However, the two approaches can be combined to exploit the advantages of both. That is, GA can be used to find a suitable starting point close to the global optima, and then Newton-Raphson can be used to speed up the convergence. The focus in this paper is on calibrating the unidimensional three-parameter logistic model (3PL) because that is the model most widely used in large-scale standardized tests. Using recent 3PL model estimates from recent Test of English as a Foreign Language administrations to generate examinee responses, the effectiveness of the new method is demonstrated using simulated data. How to implement the new methods with multidimensional data is discussed. (Contains 3 tables, 2 figures, and 10 references.) (SLD)

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Cheng, Li-Rong Lilly
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IDENTIFIERS- ERIC Digests

This digest focuses on meeting the educational needs of recent Asian Pacific American (APA) immigrants. Newcomers usually have various levels of English proficiency, and many find school rules incomprehensible because they differ so widely from their previous experiences. In addition, American teachers expect children to be interactive, creative, and participatory, while APA parents teach their children to be quiet and obedient, and not to question teachers. Adding to the communication problems between teachers and students are the personal challenges that many newcomers face. Teachers, administrators, and counselors need to understand students' home culture and discourse rules and the similarities and differences between Asian and American schools. They must guard against stereotyping children and work to make them comfortable in the classroom. Teachers can improve APA students' discourse skills by making no assumptions about what they know or do not know, while anticipating possible challenges. They should encourage students in social activities and facilitate their transition into mainstream culture while nurturing their bicultural identities. Schools need to work hard to encourage the participation of newcomer parents. Although educators can find it hard to learn about the language, culture, and social background of every student, they can develop the ability to communicate effectively across

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4p. L1 ED 420 304

(080) Journal Articles

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12p. L1 ED 420 192

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12p. L1 ED 420 191

Language Policy, Language Education, and Language Rights: Indigenous, Immigrant, and International Perspectives.
23p. L1 ED 420 189

Talk to Me! The Development of Request Strategies in Non-Native Speakers of English.
20p. L1 ED 420 190

(090) Legal/Legislative/Regulatory Materials

Amending the Indian Child Welfare Act of 1978, and for Other Purposes. Senate Report To Accompany S. 569. 105th Congress, 1st Session.
47p. L1 ED 420 465

American Indian Standards for Arts Education.
85p. L1 ED 420 478

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15p. L1 ED 420 479

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117p. L2 ED 420 470

MPCCA Community Services Data. Institutional Research Memo 151, Summer 1998.
8p. L1 ED 420 353

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Strategies for Innovation in Vocational Education and Training Reform. Subgroup A. Final Report.
51p. L1 ED 419 976

(170) Translations

kwayask e-ki-pe-kiskinowapahtihicik = Their Example Showed Me the Way: A Cree Woman's Life Shaped by Two Cultures.
319p. L3 ED 420 460

(171) Multilingual/Bilingual Materials

At the Time of Disclosure: A Manual for Front-Line Community Workers Dealing with Sexual Abuse Disclosures in Aboriginal Communities. Aboriginal Peoples Collection, Technical Series = A l'etape de la divulgation: guide pour les travailleurs communautaires de premiere ligne a qui des actes de violence sexuelle sont divulgues dans les collectivites Autochtones. Collection sur les Autochtones, serie technique.
138p. L1 ED 420 456

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31p. L1 ED 419 971

College Choices Guide for Migrant Students and Parents = Guia de Elecciones de Universidades para Estudiantes Migrantes y sus Padres.
20p. L2 ED 420 458

Fields without Borders: An Anthology of Documentary Writing and Photography by Student Action with Farmworkers' Interns = Campos sin Fronteras: Una Antologia de Obras Escritas y Fotografia por Estudiantes Internos de Accion Estudiantil con Trabajadores Agricolas.
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Higher Education Amendments of 1998. Report of the Committee on Education and the Workforce. House of Representatives on H.R. 6, Together with Additional and Dissenting Views (Including Cost Estimate of the Congressional Budget Office). House of Representatives, 105th Congress, 2d Session.	641p.	L1	ED 420 294
Juvenile Crime Control and Delinquency Prevention Act of 1997. Report from the Committee on Education and the Workforce, Together with Dissenting and Minority Views To Accompany H.R. 1818 , House of Representatives, 105th Congress, 1st Session.	171p.	L1	ED 420 003
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(020) Collected Works - General

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Supplemental Security Income: SSA Needs a Uniform Standard for Assessing Childhood Disability. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.	14p.	L1	ED 420 150
Wisconsin's Model Academic Standards for Mathematics. Bulletin No. 8160.	42p.	L1	ED 420 538
Wisconsin's Model Academic Standards for Science. Bulletin No. 8161.	48p.	L1	ED 420 539

(100) AudioVisual Non-Print Materials

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Car Builder: Design, Construct and Test Your Own Cars. School Version with Lesson Plans. CD-ROM .	0p.	L3	ED 420 530
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Spelling Test Generator--Volume 1: English. CD-ROM .	0p.	L3	ED 420 037
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(030) Creative Works

Fields without Borders: An Anthology of Documentary Writing and Photography by Student Action with Farmworkers' Interns = Campos sin Fronteras: Una Antologia de Obras Escritas y Fotografia por Estudiantes Internos de Accion Estudiantil con Trabajadores Agricolas.	60p.	L2	ED 420 466
Writing as People: Voice, Poetry, and the Special Needs Student.	27p.	L1	ED 420 072

	289p.	L3	ED 420 736
Our City: Guide for Consultants and Teachers and Student Materials.	71p.	L2	ED 420 595
Our Community: Guide for Consultants and Teachers and Student Materials.	85p.	L2	ED 420 589
Our Families: Guide for Consultants and Teachers and Student Materials.	97p.	L2	ED 420 591
Our Nation: Guide for Consultants and Teachers and Student Materials.	69p.	L2	ED 420 590
Our Region: Guide for Consultants and Teachers and Student Materials.	154p.	L2	ED 420 592
Our World: Guide for Consultants and Teachers and Student Materials.	55p.	L2	ED 420 588
Ourselves: Guide for Consultants and Teachers and Student Materials.	69p.	L2	ED 420 587
Personal Economics: Guide for Consultants and Teachers and Student Materials.	124p.	L2	ED 420 594
Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills. Grades PreK-2.	130p.	L3	ED 420 048
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Planning Pathways: A Resource for Providers Developing Pathways for Women from Adult Community Education (ACE) to Vocational Education and Training (VET).	73p.	L1	ED 419 990
The Poet's Companion: A Guide to the Pleasures of Writing Poetry.	286p.	L3	ED 420 065
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Rhode Island Kids Count Factbook, 1998.	172p.	L1	ED 420 416
Status of Women in Provincially-Assisted Ontario Universities and Related Institutions: 1986-87 to 1995-96.	92p.	L1	ED 420 260
Student Statistics, Fall 1997-98. The University of Wisconsin System.	214p.	L1	ED 420 240
Student-Centered Classroom Assessment. Second Edition.	521p.	L3	ED 420 667
Trends in Degrees Awarded at Maryland Higher Education Institutions: 1987 to 1997.	76p.	L1	ED 420 276
Vocational Rehabilitation in the United States. Disability Statistics Abstract Number 20.	5p.	L1	ED 420 151

(120) Opinion Papers

Addressing Teachers' Concerns about Diversity in Composition Classrooms.	14p.	L1	ED 420 059
Adult Education, Migration and Immigrant Education.	15p.	L1	ED 420 212
Adult Guidance in Community Settings. NICEC Briefing.	7p.	L1	ED 419 944
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The Assessment of Management Policies and Practices in School Districts.	22p.	L1	ED 420 112
The Challenge is Change: Ohio's Master Plan for Higher Education.	107p.	L1	ED 420 279
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Commentary on National Test.	10p.	L1	ED 420 724
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(142) Reports - Evaluative

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"Reflections on a Europe of Knowledge": A Working Document from CEDEFOP Discussed by the Management Board at Its Meeting of 13 March 1998 = "Gedanken zu einem Europa des Wissens": Ein Arbeitsdokument des CEDEFOP vom Verwaltungsrat auf seiner Sitzung am 13. Marz 1998 diskutiert = "Reflexions sur une Europe de la connaissance": Un document de travail du CEDEFOP examine par le Conseil d'administration lors de la reunion du 13 mars 1998.
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(130) Reference Materials - General

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AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

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HE - Higher Education

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HE031312	ED420258
HE031313	ED420259
HE031314	ED420260
HE031317	ED420261
HE031318	ED420262
HE031319	ED420263
HE031320	ED420264
HE031321	ED420265
HE031322	ED420266
HE031323	ED420267
HE031324	ED420268
HE031325	ED420269
HE031327	ED420270
HE031328	ED420271
HE031329	ED420272

HE031330	ED420273
HE031331	ED420274
HE031332	ED420275
HE031333	ED420276
HE031334	ED420277
HE031335	ED420278
HE031336	ED420279
HE031337	ED420280
HE031338	ED420281//
HE031339	ED420282
HE031340	ED420283
HE031341	ED420284
HE031342	ED420285
HE031343	ED420286
HE031344	ED420287
HE031345	ED420288
HE031361	ED420289
HE031362	ED420290
HE031364	ED420291
HE031365	ED420292
HE031366	ED420293
HE031367	ED420294
HE031368	ED420295
HE031369	ED420296
HE031370	ED420297

IR - Information and Technology

IR018917	ED420298
IR018918	ED420299
IR018920	ED420300
IR018922	ED420301
IR018923	ED420302
IR018924	ED420303
IR018925	ED420304
IR018926	ED420305
IR018927	ED420306
IR018928	ED420307
IR019150	ED420308
IR019151	ED420309
IR057055	ED420310
IR057056	ED420311
IR057057	ED420312
IR057058	ED420313
IR057059	ED420314
IR057060	ED420315
IR057061	ED420316
IR057062	ED420317
IR057063	ED420318
IR057064	ED420319//
IR057065	ED420320//
IR057066	ED420321//
IR057121	ED420322
IR057122	ED420323
IR057123	ED420324
IR057124	ED420325
IR057125	ED420326
IR057126	ED420327
IR057127	ED420328//

JC - Community Colleges

JC980273	ED420329
JC980274	ED420330

JC980277	ED420331
JC980278	ED420332
JC980279	ED420333
JC980280	ED420334
JC980281	ED420335
JC980282	ED420336
JC980283	ED420337
JC980284	ED420338
JC980285	ED420339
JC980287	ED420340
JC980288	ED420341
JC980289	ED420342
JC980290	ED420343
JC980291	ED420344
JC980293	ED420345
JC980294	ED420346
JC980295	ED420347
JC980296	ED420348
JC980297	ED420349
JC980298	ED420350
JC980300	ED420351
JC980301	ED420352
JC980302	ED420353
JC980303	ED420354
JC980304	ED420355
JC980305	ED420356
JC980306	ED420357
JC980307	ED420358
JC980308	ED420359

PS - Elementary and Early Childhood Education

PS025276	ED420360
PS025277	ED420361
PS025825	ED420362//
PS025826	ED420363//
PS026033	ED420364
PS026034	ED420365
PS026107	ED420366
PS026110	ED420367
PS026309	ED420368
PS026377	ED420369
PS026388	ED420370
PS026409	ED420371
PS026479	ED420372
PS026482	ED420373
PS026503	ED420374
PS026508	ED420375
PS026513	ED420376
PS026515	ED420377//
PS026517	ED420378
PS026528	ED420379
PS026529	ED420380
PS026530	ED420381
PS026532	ED420382
PS026536	ED420383
PS026537	ED420384
PS026542	ED420385
PS026543	ED420386
PS026544	ED420387
PS026545	ED420388
PS026546	ED420389//
PS026547	ED420390
PS026548	ED420391

PS026552	ED420392
PS026553	ED420393
PS026554	ED420394
PS026555	ED420395
PS026556	ED420396
PS026557	ED420397
PS026558	ED420398
PS026560	ED420399
PS026561	ED420400
PS026562	ED420401
PS026563	ED420402
PS026564	ED420403
PS026568	ED420404
PS026571	ED420405//
PS026572	ED420406
PS026573	ED420407//
PS026576	ED420408
PS026578	ED420409
PS026579	ED420410
PS026580	ED420411
PS026581	ED420412
PS026582	ED420413
PS026583	ED420414
PS026584	ED420415
PS026585	ED420416
PS026586	ED420417//
PS026587	ED420418
PS026588	ED420419//
PS026591	ED420420
PS026592	ED420421//
PS026593	ED420422
PS026596	ED420423
PS026597	ED420424
PS026598	ED420425
PS026599	ED420426
PS026602	ED420427
PS026603	ED420428
PS026604	ED420429
PS026605	ED420430
PS026606	ED420431
PS026607	ED420432//
PS026608	ED420433//
PS026609	ED420434//
PS026610	ED420435//
PS026611	ED420436//
PS026612	ED420437//
PS026613	ED420438
PS026614	ED420439//
PS026615	ED420440
PS026618	ED420441
PS026640	ED420442
PS026642	ED420443
PS026643	ED420444//
PS026645	ED420445
PS026649	ED420446
PS026658	ED420447
PS026659	ED420448//
PS026665	ED420449
PS026667	ED420450
PS026672	ED420451
PS026691	ED420452
PS026692	ED420453//

RC - Rural Education and Small Schools

RC021417	ED420454
RC021475	ED420455
RC021497	ED420456
RC021526	ED420457
RC021527	ED420458
RC021529	ED420459
RC021539	ED420460//
RC021543	ED420461
RC021544	ED420462
RC021545	ED420463
RC021546	ED420464
RC021548	ED420465
RC021549	ED420466
RC021551	ED420467
RC021559	ED420468//
RC021564	ED420469
RC021565	ED420470
RC021578	ED420471
RC021579	ED420472
RC021580	ED420473
RC021581	ED420474
RC021582	ED420475
RC021583	ED420476
RC021584	ED420477
RC021585	ED420478
RC021586	ED420479
RC021587	ED420480
RC021588	ED420481
RC021589	ED420482
RC021590	ED420483
RC021591	ED420484
RC021592	ED420485
RC021593	ED420486
RC021594	ED420487
RC021595	ED420488
RC021596	ED420489

SE - Science, Mathematics, and Environmental Education

SE060452	ED420490
SE061205	ED420491
SE061226	ED420492
SE061325	ED420493
SE061475	ED420494
SE061476	ED420495
SE061479	ED420496
SE061480	ED420497
SE061483	ED420498
SE061487	ED420499
SE061490	ED420500
SE061500	ED420501
SE061503	ED420502
SE061505	ED420503
SE061509	ED420504
SE061510	ED420505
SE061518	ED420506
SE061519	ED420507
SE061520	ED420508
SE061522	ED420509
SE061523	ED420510
SE061526	ED420511
SE061527	ED420512
SE061549	ED420513

SE061550	ED420514
SE061553	ED420515
SE061554	ED420516
SE061555	ED420517
SE061557	ED420518
SE061558	ED420519
SE061559	ED420520
SE061560	ED420521
SE061561	ED420522
SE061562	ED420523
SE061563	ED420524
SE061564	ED420525
SE061565	ED420526
SE061569	ED420527//
SE061570	ED420528//
SE061571	ED420529//
SE061572	ED420530//
SE061573	ED420531//
SE061574	ED420532//
SE061575	ED420533
SE061579	ED420534
SE061581	ED420535
SE061582	ED420536
SE061583	ED420537
SE061584	ED420538
SE061585	ED420539
SE061586	ED420540

SO - Social Studies/Social Science Education

SO027967	ED420541//
SO027968	ED420542//
SO028086	ED420543
SO028147	ED420544
SO028148	ED420545
SO028149	ED420546
SO028150	ED420547
SO028181	ED420548//
SO028183	ED420549//
SO028218	ED420550//
SO028349	ED420551//
SO028353	ED420552
SO028354	ED420553
SO028356	ED420554
SO028378	ED420555
SO028382	ED420556
SO028386	ED420557//
SO028388	ED420558
SO028390	ED420559//
SO028392	ED420560
SO028393	ED420561
SO028394	ED420562
SO028395	ED420563
SO028408	ED420564
SO028410	ED420565
SO028413	ED420566
SO028484	ED420567
SO028517	ED420568//
SO028681	ED420569
SO028682	ED420570
SO028683	ED420571
SO028691	ED420572//
SO028708	ED420573
SO028725	ED420574

SO028726	ED420575
SO028727	ED420576
SO028728	ED420577
SO028797	ED420578
SO028799	ED420579
SO028800	ED420580
SO028801	ED420581
SO028806	ED420582
SO028807	ED420583//
SO028811	ED420584
SO028813	ED420585
SO028814	ED420586
SO028815	ED420587
SO028816	ED420588
SO028817	ED420589
SO028818	ED420590
SO028819	ED420591
SO028820	ED420592
SO028821	ED420593
SO028822	ED420594
SO028823	ED420595
SO028824	ED420596
SO028825	ED420597
SO028826	ED420598
SO028827	ED420599
SO028830	ED420600
SO028831	ED420601
SO028832	ED420602
SO028833	ED420603
SO028837	ED420604
SO028840	ED420605
SO028841	ED420606
SO028842	ED420607
SO028844	ED420608
SO028845	ED420609
SO028883	ED420610
SO028884	ED420611
SO028885	ED420612
SO028886	ED420613
SO028887	ED420614
SO028888	ED420615
SO028889	ED420616
SO028890	ED420617
SO028898	ED420618//
SO029312	ED420619

SP - Teaching and Teaching Education

SP037971	ED420620
SP037972	ED420621
SP037981	ED420622
SP037982	ED420623
SP037983	ED420624
SP037984	ED420625
SP037985	ED420626
SP037986	ED420627
SP037987	ED420628
SP037988	ED420629
SP037989	ED420630
SP037990	ED420631
SP037991	ED420632
SP037992	ED420633
SP037993	ED420634//
SP037995	ED420635//

SP037996	ED420636
SP037997	ED420637
SP037998	ED420638
SP037999	ED420639
SP038000	ED420640//
SP038001	ED420641
SP038002	ED420642
SP038003	ED420643
SP038004	ED420644
SP038005	ED420645
SP038006	ED420646
SP038007	ED420647
SP038008	ED420648
SP038009	ED420649
SP038010	ED420650//
SP038011	ED420651
SP038012	ED420652
SP038013	ED420653//
SP038014	ED420654//
SP038015	ED420655
SP038016	ED420656
SP038017	ED420657
SP038018	ED420658
SP038019	ED420659
SP038020	ED420660
SP038021	ED420661
SP038022	ED420662

TM - Assessment and Evaluation

TM026934	ED420663
TM028338	ED420664
TM028339	ED420665
TM028340	ED420666//
TM028342	ED420667//
TM028343	ED420668
TM028344	ED420669//
TM028345	ED420670
TM028346	ED420671
TM028347	ED420672
TM028348	ED420673